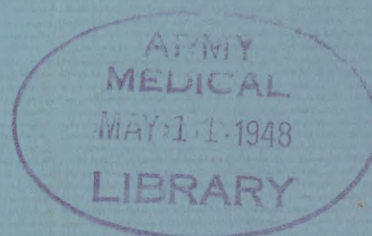


Minnesota State Defense Council. Minnesota
MINNESOTA OFFICE *Office of*
OF CIVILIAN DEFENSE *Civilian*
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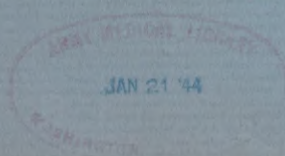
WELFARE DEFENSE ADVISORY COMMITTEE

MINNESOTA WPA ART PROJECT



EDUCATION
HANDBOOK
BULLETIN N°1

- ★ CHILD WELFARE
- ★ CONSUMER INTEREST
AND NUTRITION
- ★ EDUCATION
- ★ FAMILY WELFARE
- ★ HEALTH
- ★ HOUSING
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- ★ RECREATION AND
PHYSICAL EDUCATION



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MINNESOTA STATE DEFENSE COUNCIL

MINNESOTA OFFICE OF CIVILIAN DEFENSE

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EDUCATION HANDBOOK

Bulletin No. 1

April, 1942

WESLEY E. PEIK, *Chairman*

*Dean, College of Education
University of Minnesota*

WELFARE DIVISION

WELFARE DEFENSE ADVISORY COMMITTEE

WALTER W. FINKE, *Director*

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GLOBE BUILDING

ST. PAUL, MINNESOTA



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THE SCHOOLS' PART IN THE FIGHT FOR FREEDOM

INTRODUCTION

"Education as usual" is neither possible nor desirable in this period of a world conflict. Curriculum adjustments must be made to meet new needs and school activities must be shifted to make direct contributions toward winning the war. The school must, and will, make all necessary sacrifices of time, energy, and money to win in our present fight for freedom and for life, itself. Upon organized education will devolve a major portion of the task of perfecting the techniques of democracy, and keeping faith in the American way of life so strong that it cannot be destroyed by insidious propaganda, by discouraging pessimism, or by undue confidence. The war will be won only if every man, woman, and child is willing to give all for the cause. Teachers must lead youth and adults in the fight to deliver men, money, and materials where needed in the fight for freedom.

CURRICULUM AND ACTIVITIES COMMITTEE in The Education Section, Welfare Defense Advisory Committee, Minnesota State Defense Council

MR. PAUL S. AMIDON, Superintendent of Schools, St. Paul.

DR. CLIFFORD P. ARCHER, Co-Chairman, Education Section, Ex-officio.

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MR. E. M. PAULU, President, Minnesota Federation of Teachers, St. Cloud.

DR. FRED VON BORGERSRODE, Research Director, Minnesota Education Association, St. Paul, *Chairman*.

THE SCHOOLS' PART IN THE FIGHT FOR FREEDOM

I. What Are the Objectives of This War?

A. What Are the Allied Nations Fighting For?

The Atlantic Charter, a joint declaration signed by President Roosevelt and Prime Minister Churchill, and accepted by twenty-six allied nations, states the general war aims of the Allies. It pledges a continuance and acceleration of the trend toward democracy and liberalism which has high-lighted the history of the world during the past one hundred sixty years. This statement, which undoubtedly will be ranked among the great documents of all time, is reproduced below.

THE ATLANTIC CHARTER—A JOINT DECLARATION

Joint declaration of the President of the United States of America and the Prime Minister, Mr. Churchill, representing His Majesty's Government in the United Kingdom, being met together, deem it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

First, their countries seek no aggrandizement, territorial or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned;

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self government restored to those who have been forcibly deprived of them;

Fourth, they will endeavor, with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

Fifth, they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement and social security;

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all the lands may live out their lives in freedom from fear and want;

Seventh, such a peace should enable all men to traverse the high seas and oceans without hindrance;

Eighth, they believe that all of the nations of the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten, or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will

likewise aid and encourage all other practicable measures which will enlighten for peace-loving peoples the crushing burden of armaments.

(Signed) FRANKLIN D. ROOSEVELT

(Signed) WINSTON S. CHURCHILL

B. What Is the Axis Fighting For?

The tripartite pact was signed when Japan joined the other Axis Nations, September 27, 1940. The rough agreement plainly indicated a division of spheres of influence. These spheres seem to mean complete absorption eventually, if the experience of the conquered territories furnishes any reasonable basis of judgment.

It appears that Germany is to dominate most of continental Europe; Italy, the Mediterranean area; and Japan, eastern Asia. The remainder of Africa is to be exploited, jointly, by Germany and Italy. Germany also regards Russia, at least to the Ural Mountains, and, perhaps, South-western Asia, as falling within her sphere. General Tojo, Japan's prime minister, has plainly indicated that, in addition to China, Indo-China, and the Philippines, Japan has greedy eyes fixed upon Malaya, Burma, the East Indies, and even Australia, New Zealand, and India. The Axis is also casting eager glances toward South America.

These are all materialistic and selfish aims, which naturally flow from a narrow dictator type of government, such as Germany, Italy, and Japan now maintain. To truly appreciate the American way of life, and our own war aims, the essential distinction between the contrasting theories of government should be studied. (See bibliography items 42, 48, and 73.)

II. What Can the School Do to Strengthen Our Democratic Ideals and to Improve the Effectiveness of Our Democratic Processes?

1. "The tide of freedom rises and falls in human history. Since men first caught the vision of a life of liberty and dignity for all, the struggle to realize this vision has been waged with varying fortunes through the centuries. At times it has moved from success to success and has even seemed on the eve of general and lasting triumph. In its most glorious moments it has filled the whole earth with promise and touched the hearts of men with a sense of universal kinship. At other times it has suffered disaster after disaster and has even appeared to be lost forever. It has been submerged in ages of darkness when the lamps of reason have burned low and the hope of a society of free men has all but vanished from the earth." (*Educational Policies Commission. The Education of Free Men in American Democracy*, p. 1.)

2. "The rising tide of despotism threatens the cause of human freedom with catastrophe. The situation calls for bold and resolute action. A spirit of defeatism is utterly foreign to the tradition of liberty—a tradition which has been built up through the centuries, pain-

fully and at great sacrifice. A spirit of defeatism, moreover, is not justified by the facts. In spite of recent reverses the material and moral resources of democracy are enormous, incomparably greater than in those days when the foundations of free society in the modern world were laid. Millions living under tyranny today have tasted freedom, and having tasted it will not be content in a state of bondage. Despotism itself breeds the desire for liberty. The struggle between tyranny and liberty has only begun.

"In this struggle, the friends of democracy should first achieve a clear understanding of their own strengths and weaknesses. They should inquire closely into the elements of totalitarian strategy and the reasons for the present advance of totalitarian ideas. They should refuse to view the current situation with any degree of resignation. While insisting on utter candor and realism, they should hold fast to an unquenchable faith in the ultimate triumph of the principles of human freedom." (Ibid. p. 11-12.)

3. "Democracy is, at once, a faith, a hope, a program." As originally conceived, democracy was a matter of government, a faith that men in the aggregate could be trusted to govern themselves; and only a short time ago this faith seemed to conquer the world.

"In many countries it is asserted that man cannot be trusted to govern himself and faith in democracy has been given up. We have faith in the potentialities of man to work together as a group to achieve common welfare. Democracy is also a well-founded hope; where it has failed, it has not been given a fair trial. Its greatest successes are demonstrated where it has been tried the longest. History proves that no autocracy (by one man or many men) has ever been able to perpetuate its strength. Unlimited power eventually results in selfishness, tyranny and failure."

"Democracy can hope to survive only as it bases itself on an adequate program." "Since we believe in the sacredness of human personality, we must devise procedures and institutions that do, in fact, respect and realize this personality. Democracy must be enthroned in the school. There must be a program of utilizing human beings to perform cooperative thinking and action about affairs of common concern." (Quotations from Kilpatrick, W. H. *Group Education for a Democracy*, p. 1-2.)

4. "Democracy is more than institutions and ways of life. It is a great social faith which, in response to the yearnings and struggles of many races and peoples, has been developing through the centuries. It is a bold and positive faith which, now as in other times, calls men to battle for the defense and realization of noble and lofty conceptions of the nature and destiny of men. It is the finest of all social faiths that mankind has fashioned and followed during the thousands of years of human history. It is incomparably finer than the totalitarian rivals with which it is engaged in struggle for survival today. It is a social faith that, in spite of the darkness which now seems to be settling over much of the world, will in the course of time conquer the earth. And it will conquer, not by force of arms and the use of terror, but by the power of its ideas and its hopes.

It will conquer because it is the only social faith that can bring justice and mercy to all men."

"The articles of the democratic faith have never been codified. They are recorded in the carefully preserved sayings and writings of the great prophets and seers of mankind, even as they may be found in the fugitive utterances and letters of ordinary men and women, in the songs and lamentations of the oppressed. They are embodied in customs and institutions—in the public school, the Bill of Rights, courts of justice, representative legislatures, systems of law, and ethical codes. Although the boundaries of this faith are elastic and changing, the following articles, related and interwoven, must be included:

First, the individual human being is of surpassing worth

Second, the earth and human culture belong to all men

Third, men can and should rule themselves

Fourth, the human mind can be trusted and should be set free

Fifth, the method of peace is superior to that of war

Sixth, racial, cultural, and political minorities should be tolerated, respected, and valued."

(Educational Policies Commission. *Op. cit.* p. 32-3.)

5. Our American democracy is founded upon respect for the worth and inviolability of the single individual justified fully and completely by the fact that he is a human being and "upon the feeling and consciousness of the dignity of man."—*Declaration of Independence*.

6. In a democratic society, dependence is placed upon the intelligence of the people rather than upon the infallibility of the thoughts of a single individual or small groups of individuals. "Everybody knows more than anybody."—*Lincoln*.

7. The rights of the individual to the benefits of democracy must be balanced by the obligation to respect the rights of other individuals to the same benefits, and other benefits so recognized by him, and by the obligation of the individual to perform such duties as are essential to the welfare of society.

8. The "just powers" of government are derived from the expressed consent of the people.—*Declaration of Independence*.

9. Justice for all is fundamental to our concept of democracy.—*Preamble to the Constitution*.

10. Our democracy has evolved from men who had faith in divine providence.—*Declaration of Independence*.

11. Democracy assures the right of the minority to work peacefully for desired change.

12. The rights of citizenship are not limited by the sex of the individual.—*Nineteenth Amendment*.

13. The rights of individuals are not limited by their color or race.—*Fifteenth Amendment*.

14. The individual is guaranteed the right of freedom of worship.—*First Amendment*.

15. The individual is guaranteed the right of freedom of speech.—*First Amendment*.

16. The individual is guaranteed the right of freedom of assembly.—*First Amendment*.

17. The individual is guaranteed the right of freedom of petition.—*First Amendment*.

18. The individual is guaranteed the right of security in the possession of his property.—*Fourth and Fifth Amendments.*

19. The individual is guaranteed the protection afforded by due process of law.—*Fifth Amendment.*

20. The individual is guaranteed the right of trial by jury.—*Fifth Amendment.*

21. Democracy requires and provides "equal and exact justice to all men of whatever state or persuasion, religious or political."—*Jefferson.*

22. Democracy is characterized by tolerance and respect for the opinions and desires of others.

23. The successful continuance of our democracy requires obedience to the law.—*Lincoln.*

24. Our democracy requires the "diffusion of information and the arraignment of all abuses at the bar of public reason."—*Jefferson.*

25. Education is essential for the individual to know his rights and duties and to enable him to protect the former and to perform effectively the latter.—*Washington, Adams, Jefferson.*

26. "Free sharing and continuous search for social understanding are fundamental concepts of democracy." (Bruce, Wm. *Principles of Democratic Education.* Prentis-Hall, Inc. New York. 1939. p. 20.)

27. "Experience in democratic living can only be gained through the cooperative solving of group problems or the achievement of group interests by the members of a class." (Hollingshead, A. D. *Guidance in Democratic Living.* D. Appleton-Century Co. New York. 1941. p. 11.)

28. Some Democratic Principles:

a. Democracy regards the individual as of unestimatable value and his development as the sole objective of society.

b. Democracy guarantees an equality of rights to all individuals.

c. Democracy insures freedom to all individuals.

d. Democracy places the relations of individuals upon the plane of fraternity.

e. Democracy regards individual and group welfare as independent.

f. Democracy places its confidence in the experimental method of science as a means of intelligently directing the course of its development.

g. Democracy achieves its common goals through the cooperative efforts of its members.

h. Government in a democracy is "of the people, by the people and for the people."

i. Democracy depends on Education as a means of perpetuating and improving itself. (Evaluation—Hilda Toba—"General Principles and Practices in Evaluation of Democratic Social Attitudes." *The Social Studies in the Elementary School*, 1941. Twelfth Yearbook, National Council of Social Studies. p. 222-224.)

29. Further discussion of education in its relation to democracy are to be found in bibliography section C.

30. A major part of the program of teaching the techniques of cooperation are discussed in the following publications: *Cooperative Principles and Practices*,

the Eleventh Yearbook of the Department of Supervisors and Directors of Instruction, National Education Association; *Learning the Ways of Democracy—A Case Book in Civic Education* by the Educational Policies Commissions of the National Education Association and the American Association of School Administrators.

31. What various administrative units may do in establishing public forums is discussed in School and College Curriculum Morale Service—How to Participate—by the U. S. Office of Education. Suggested activities are provided in the check lists. (See also references in section C of the bibliography, especially items 34, 37, 38, 41, 44, 48, 49, 66, and 72.)

III. What Steps May Be Undertaken to Increase the Health and Physical Fitness of Students and Out of School Youth for Greater Moral Effort?

The development and maintenance of strong, healthy, vigorous manhood and womanhood must constitute a large part of our war program. Those who fight in the armed forces and those who fight on the home front must be vigorous and healthy.

A. Regular physical examinations for every child should be sought and an effort made to follow up with corrective measures.

B. Through discussions with parents and children, an effort should be made to establish good health habits, including care of the body, proper nutrition, and sufficient sleep.

C. A well-organized and more-intensive program to develop physical vigor on the part of every boy and girl in school should be undertaken. A complete program intended to develop strength must be undertaken even if the school day has to be lengthened to secure it. The activities should not be confined to indoors but should include much outdoor work to develop endurance and strength.

D. Recreation for the purpose of resolving nervous tension is especially important for any school or community. If it is to be handled on a community basis, the school will often need to take the leadership.

E. Safety—It is especially imperative during war time that we conserve human life as well as material. As much can be lost by carelessness as by treachery and combat. The war will be won by the side which can deliver the most weapons at the right time and place with trained men.

Suggestions for suitable health activities which the schools may carry on, or sponsor, are given in the checklist. Advice for local defense councils are found in the published materials prepared by the Recreation and Physical Section of the Welfare Defense Advisory Committee. (Items 169, 170, 171, and 172 in bibliography.) Specific inquiries relative to the defense council should be addressed to Chairman Carl L. Nordly, University of Minnesota, or to James H. Campbell, Secretary, Welfare Defense Advisory Committee, Globe Bldg., St. Paul. Inquiries pertaining to the health, physical education, and recreation in the schools should be addressed to Harold K. Jack, State Supervisor of Health, Physical Education,

and Recreation, State Department of Education. (See also section G in the bibliography.)

IV. What Curricular Adjustments Should Be Made to Help Win the War?

Modern armies are highly mechanized and require much war material. Both the fighting line and the production line call for trained personnel. The schools must do their share in providing direct training, or in furnishing an essential foundation for such specific training.

So far as its facilities will permit, each school should cooperate fully with the National Defense Training Program, authorized by the Federal Government and begun July 1, 1940. This program is intended to provide trained personnel for essential defense industries. Inquiries concerning any phase of the program should be addressed to Harry C. Schmid, Acting Director, Vocational Division, State Department of Education, State Office Building, St. Paul. (See also bibliography section E-a.)

Local school districts may also sponsor four courses under the OSY Defense Classes, available to out-of-school youth between the ages of 17 and 24, inclusive. They are:

- A. Care, operation, and repair of tractors, trucks, and automobiles.
- B. Metal work, including simple welds, tempering, shaping, and farm machinery repair.
- C. Woodworking or elementary carpentry.
- D. Elementary electricity.

This program aims primarily to prepare youth for pre-employment training for defense industries and for more satisfactory mechanical fitness for farm and home work. Facilities commonly used are local garages, blacksmith and machine shops, school industrial-arts departments, and school farm shops. Small high schools can participate in the program. Detailed inquiries should be addressed to Leo Knuti, State Supervisor, or Harry J. Peterson, Acting Supervisor, Agricultural Education, State Department of Education.

Schools with suitable facilities may cooperate in the N.Y.A. Defense classes, which are intended to teach vocational skills under public school supervision with courses related to on-the-job training and to increase civic intelligence, with related courses in reading, writing and arithmetic. These courses are open to out-of-school boys and girls, age 17 to 24, inclusive, who are in need of regular employment and who are employed on work projects. Jobs for which the training qualifies the trainees are canning, sewing, quarrying, woodworking, mechanical trades, metalworking, radio and electric manipulation and other types of work, performed in defense industries. Inquiries should be addressed to Leonard C. Olson, State Supervisor of Trade & Industrial Education, State Department of Education, or to Aura I. Kever, State Supervisor of Home Economics Education, State Department of Education. (See also bibliography section E-a.)

The armed forces and defense industries have urgent need for persons with training in mathematics and science, especially chemistry and physics. The public schools should furnish a sound, practical basis, upon

which particularized training may be developed. (See bibliography items 101, 130, 131, 267, 273, and 275.)

Schools may well afford to give more attention to possibilities in local adult education. Among the reasons are:

A. School facilities should be utilized toward overcoming remedial deficiencies of draftees rejected for war service because of educational shortcomings.

B. Schools should cooperate wherever systematic education will increase the efficiency of the war effort, industrial or otherwise.

C. Schools should serve as the nucleus of organized and integrated community cooperation.

D. Schools should systematically develop and maintain community morale.

E. Schools should welcome the opportunity to acquaint citizens with the services and values of organized education.

(See bibliography section B.)

In addition to sufficient trained personnel and war materials, the effective prosecution of all-out war demands high morale. The schools can do much to foster such morale in staff, student body, and community. (See bibliography section C.)

The curriculum should strengthen the techniques of a democratic society. Belief in our American way of life may be cultivated best through dignifying the individual, participating cooperatively, experiencing freedom, bearing definite responsibilities, and evaluating the many advantages of democracy. The curriculum should inculcate a deep and abiding desire to respect and preserve our sacred freedoms, including the freedom from want and fear, the freedoms of speech and religion, and the rights to assemble, to disagree, and to vote. (See section C in the bibliography.)

The curriculum should assist in preserving our national resources, both natural and human. Supervision, pupil guidance and accounting, individual differences, child care, safety education, consumer education, and conservation in its various aspects should receive much more emphasis than in the past. (See section D in the bibliography.)

Since this is a global war, affecting all peoples and all races, the schools should develop international knowledge and understanding. Social studies, English, music, art, and other subject areas provide excellent opportunities to foster worldmindedness of a type which will not only illuminate war events but also supply the stable foundation for a lasting peace. (See Section J and N-b of the bibliography.)

Our war allies deserve special attention. The customs, cultures, and national aspirations of nations in Latin-America and the Far East with which our future course appears to be much more closely charted, should be much more sympathetically known and appreciated. (See section N-a of the bibliography.)

The need for emphasis upon war preparation should in no way result in a lowering of satisfactory standards of organization or of instruction in the schools. Perhaps the most valuable service the schools can contribute to

national welfare, both during a period of war as well as during a period of peace, is to insist upon a high quality of attainment on the part of students, teachers, and all other persons directly involved.

V. Where Can We Learn How to Handle Sugar Rationing?

The rationing of sugar will be handled under instructions for the local Commodities Allocations Board. Consult this board for instructions when the proper time arrives. Inquiries should be addressed to Theodore Driscoll, State Commodities Allocations Board, Room 500, Minnesota Bldg., St. Paul.

VI. What Should Be Done About Air Raid and Fire Drills and Where Can Information Be Secured?

Instructions should come through your local defense council with regard to air-raid drills. Air-raid precautions will likely be particularly important in certain regions. Fire drills have been the usual practice in most schools, but particular care needs to be taken to guard against the loss of property which cannot be replaced in war times. Great care must be taken to avoid hysteria or hasty unwise action. Authoritative references which should be consulted before any action is taken are *Auxiliary Police Handbook: Minnesota Volunteer Auxiliary Police* (Bibliography item No. 204); *Auxiliary Fireman Handbook: Minnesota Volunteer Auxiliary Fireman* (Bibliography item No. 203); and *Black-Outs* (Bibliography item No. 211). (See also section L-a in the bibliography.) Specific inquiries should be addressed to Adjutant General E. A. Walsh, State Capitol, St. Paul.

VII. What Salvage Projects Are Practical for Minnesota?

Collection of waste paper, rags, and rubber are practical projects for the schools. Collection of scrap metal is needed, but the difficulties of collection and transporting to channels where the material can be used make it seem wise to confine such collection to dealers. *Do not collect tin cans now*—the costs of processing make it impractical at this time for Minnesota.

Arrangements must be made locally for the transportation of material collected to the centers where they may be used unless sold to a regular salvage dealer. Salvage may also be turned over to some charitable institution. Monies derived from the sale of salvage material will be handled by the collecting agency as that agency deems wise.

In order to secure funds for the local defense councils, many committees have been using the cooperative collection of salvage material for this purpose. Boy Scouts and schools have also sold salvage materials and used the revenue to aid the Red Cross.

Specific questions regarding salvage should be addressed to Mr. L. E. Vorpahl, Executive Secretary, Minnesota Salvage Committee, Globe Building, St. Paul. (See section D-b in the bibliography, especially items 90, 95, 98, and 99.)

VIII. How Can the Schools Cooperate in the Model Airplane Project?

The U. S. Navy has requested the participation of local secondary-school students in the construction of 500,000 model aircraft, urgently needed for training purposes. Minnesota's quota has been set at 11,000 planes. Plans, specifications, and instructional outlines are furnished free by the Federal government. All construction materials are to be supplied locally.

Detailed plans and procedures of the program were sent to each superintendent of schools from the state department of education in a 3-page mimeographed "Memorandum," (Code XXIII-B-29), dated February 5, 1942. Inquiries should be addressed to Leonard C. Olson, State Supervisor of Trade & Industrial Education, State Office Building, St. Paul.

Since the cause is worthy, numerous schools are already participating in the project. The need is both urgent and great.

IX. How Can Problems of Teacher Shortage Be Met?

It is essential that the school program be maintained. In a long war, such as we are likely to have, a continual flow of manpower, intellectually and physically able, is essential. Mathematics, physics, chemistry, industrial skill must be taught if the war is to be successfully prosecuted.

A. Teachers in mathematics, science, physical education, agricultural education, and industrial arts may now be deferred until June 1st according to a recent order from Colonel Nelson, State Selective Service Director. (This is not a blanket ruling but may be applied where replacement teachers in these subjects cannot be secured.) The final authority for deferment rests with the local draft board which has sole power to consider and to grant the request of local school authorities. Most school men do not like to ask deferment. If a man can best serve by teaching, school authorities must take the initiative.

B. Where possible, qualified women, men with several dependents, men who are over the draft age, or men physically disqualified from service should be used. We must win the war above everything else: There is a place for everyone to work. Let us, whenever possible, use those in civilian life who cannot man the guns, ships, and planes.

C. A state survey is being conducted to locate qualified teachers who have retired from active teaching. This list will be on file in the state department of education and in the several colleges where those teachers were trained.

D. Refresher courses and short courses for the summer are being set up in teacher-training institutions to help persons who cannot enter the armed forces to prepare for teaching.

E. Cooperative employment of teachers in special departments should be used whenever possible, and the full services of a specialist may be used for his line of work thereby. Transportation facilities will have to determine the feasibility of such a plan.

F. There were 983 rural schools with less than ten pupils in 1941-42. When teachers are scarce, cooperative arrangement may be worked out with adjoining districts to hire one teacher for two or more districts.

G. High salaries will help meet the competition of industry. More teachers are being lost through employment elsewhere than through military service.

H. Rules against the employment of married teachers are being relaxed.

I. Residence requirements formerly adopted may need to be suspended.

J. Minimum standards must be maintained to insure quality of instruction.

K. School boards should carefully guard the professional rights of employees enrolled in the military service. In Minnesota the attorney general has ruled that the retirement system may continue membership to those in military service; and Chapter 120 preserves seniority, insurance, and efficiency ratings of state and municipal (and probably school district) employees on military leave and provides for their reinstatement. A teacher subject to draft should not have his contract terminated; he should be granted leave of absence. (See bibliography items 20, 191, 219, 228, 232, 233, and 234.)

Address teacher-personnel problems to Floyd Adams, Director, Teacher Personnel, State Department of Education, St. Paul. (See also bibliography section M.)

X. Should Teachers Be Deferred under Selective Service?

As a group, teachers wish to serve their nation in positions where their talents are most needed. Many teachers will be called to serve in the armed forces. Whenever possible, women, and men who for various reasons will not be called to the service, should be used and others, not now available, should be found to fill positions left vacant by men joining the armed forces. Individual instances of temporary deferment have been made for brief periods, but every able-bodied man will be needed in the armed forces and every possible adjustment must be made to release men for such service. Winning the war has priority over everything else. The utilization of each man's talents where they are most needed to win the war must be sought. As we stated before, the local school board may properly grant a leave of absence to employees entering the armed service, thus preserving their employment rights. (See bibliography items 191, 228, 233, and 234.)

XI. How Can the Schools Cooperate in the Care of Children of Working Mothers?

Public child care centers are being established with competent, well-qualified teachers who conduct an educational program, help improve the health of the children and bring parental understanding of child care and development. In war times this is especially important because of the fact that many mothers may be at work. For additional information, the chairman of your local defense council should be consulted.

XII. How Can the School Cooperate in the Case of Young Children?

In communities where mothers are employed, there is an increased need for child-care centers to provide for children below the school age. Schools may furnish facilities for that purpose. In all cases, only fully qualified teachers or assistants should be placed in charge of such groups. Any other practice is contrary to law. Interested persons should consult either Mrs. Nan Parker Parkes, Director, WPA Nursery Schools, Minnesota Building, St. Paul, or Dr. John E. Anderson, Chairman Child Welfare Section, Welfare Defense Advisory Committee, State Defense Council, University of Minnesota.

XIII. What Should Be the Relation of the School to the Local Civilian Defense Council?

Each community has already set up a local civilian defense council. Such council should include the local superintendent of schools or his representative. Cooperation should be extended as fully as possible to implement the program. Inquiries should be referred to C. A. Zwiener, Chief of Staff, State Defense Council, St. Paul.

XIV. How Can the School Assist in Food Production?

We are already sending much food to our war-torn allies. The longer the war, the more food will be needed. Even after the war, there will be continued demands for food in Europe, where production has been demoralized.

Through the regular program of vocational education in agriculture, 162 Minnesota schools are already contributing to the increased production of needed foods, such as dairy products, farm animals, cereals, fruits, honey, soy beans, and vegetables. Many students are enrolled for systematic instruction in high school classes, out-of-school young farmer classes, and adult classes.

School children, as well as adults, are being called upon to raise Victory Gardens. In Minnesota last year, there were 206 WPA school gardens. In 1942 the WPA plans to have twelve county-wide school-garden projects, sponsored by the local schools and utilized mainly to provide food products for school lunches. This program is being directed by Henet L. Kaufmann, State Director, Community Service Programs, WPA, 1885 University Avenue, St. Paul.

Schools at Nashwauk-Keewatin and at Coleraine have maintained school gardens for over twenty years. There is much need for pupil-planned and pupil-operated Victory Gardens. Some important reasons are:

A. To offset the increased flood of American food products flowing to our allies.

B. To substitute for imports no longer available.

C. To alleviate transportation problems by replacing products shipped long distances.

D. To provide essential war materials: plastics, oils, etc.

E. To provide helpful work experience and responsibilities for youth.

F. To furnish training in cooperative planning and endeavor.

G. To motivate other areas of study.

H. To develop health through exercise and out-of-doors work.

I. To furnish a practical basis for teaching proper diet and nutrition.

J. To furnish preserved foods for school lunches.

Leaflets on gardening and course-contest lessons to be used in schools for the Victory Garden program have been prepared by the Agricultural Extension of the University of Minnesota. Local county agents have supplies of this material. Inquiries concerning school gardening should be addressed to Inez M. Hobart, Chairman, State Nutrition Committee, University Farm, St. Paul. (Suggestions on school gardens are given in the checklist. See also bibliography section D-b and G-a.)

XV. How Can Schools Train Youth for Farm Labor?

Minnesota is an agricultural state. The armed services and defense industries have drawn so many persons from the farms that an acute farm labor shortage may be expected.

Several schools in Minnesota have already organized training programs to prepare city and town youth for farm work. An excellent program in this field has been sponsored by the Ortonville High School.

This program of the schools should cooperate with and supplement the efforts of the United States Employment Service and its 37 full-time branch offices, 88 part-time offices, and 150 volunteer farm placement offices throughout Minnesota. To locate your closest

office, address Irving Anderson, Farm Supervisor, U. S. Employment Service, 369 Cedar Avenue, St. Paul.

Such farm labor training programs may well be supplemented by a school-sponsored general placement service. This would require: a survey of pupil abilities; a survey of local work opportunities, both temporary and long-term; and an organized effort to satisfactorily place the pupils. An outstanding program of this kind is being carried out in the Excelsior High School through the cooperation of the school and the municipality.

Many of the schools are working on the problem of adjusting the school term to provide needed local work assistance and yet retain children who should be in school. Several schools have shortened the regular vacation period or adjusted the period to coincide with the peak local labor demands. An opinion of the Attorney General states that school sessions on Saturday are contrary to Minnesota law. Problems regarding term adjustments should be referred to the State Department of Education.

XVI. How Can the School Cooperate in an Air Pilot Training Program?

Plans are now being formulated for enlisting youth who are physically fit and mentally alert into a program of pilot training. The preliminary instruction would be given in high school. Care should be taken to see that the qualifications and opportunities of the various branches of the service be understood. The need for aviation after the war would justify continued study of opportunities. Address requests for information to Dean W. E. Peik, College of Education, University of Minnesota, Minneapolis.

CHECK LIST OF SUGGESTED ACTIVITIES

Through Which the Schools Can Effectively Aid the War Effort

(Suggestion: Before undertaking any of these activities, it should be thoroughly understood and carefully planned to secure the most effective results. Wherever possible, authorities should be consulted. Schools should undertake only those activities for which they are adequately prepared. All activities undertaken should contribute to the permanent functions of the schools.)

A. Emergency Activities

(Refer to discussions in the body of this handbook; and see bibliography section D-b, E-a, F-a, G, and L.)

Cooperate closely with state and local civilian defense councils.

Accept responsibilities on local civilian defense councils.

Establish blood-typing program to classify possible donors. (Consult local health officer.)

Under competent direction build up blood banks.

Red Cross. (Consult chairman of local or nearest chapter.)

Organize a Junior Red Cross Council.

Encourage active enrollments in Red Cross.

Assist Red Cross Emergency War Fund Drive.

Provide war materials as requested: towels, handkerchiefs, wash cloths, hood, afghans, bandages, socks.

Prepare gifts for hospitals as requested: ash trays, writing portfolios, lap boards, game boards, memo-pads, flower containers, games, puzzles, magazines, books, cards, bed socks. (Consult hospital.)

Prepare gifts for children's hospitals and settlement houses as requested: scrapbooks, games, toys, booklets, stuffed animals, soap carvings, dolls, cut-outs, candies and cookies, crayons and paints, scrap bags, sewing cards. (Consult director of hospital or settlement house.)

Prepare gifts for old-people's homes: flowers, potted plants, clothing. (Consult home.)

Participate in Victory Book Campaign. (Consult local librarian or Library Division, State Department of Education.)

Publicize and support the government's ration program. (Consult Commodity Allocations Board.)

Teach reasons for impropriety of hoarding essential commodities. (Consult Commodity Allocations Board.)

Consider elimination of inter-collegiate activities for the duration.

Build model airplanes as requested by the government. (Consult State Department of Education.)

Offer school publication facilities to further war effort: print shop, multigraph, mimeograph, hectograph, hand stamps, poster service. (Consult local civilian defense council.)

Child care centers. (Refer to Discussion XI and XII.)

Provide school facilities for care of younger children of working mothers.

Arrange for school girls to donate services in child-care centers for working mothers.

Provide home-made toys through the work of boys in school shops.

Thrift. (Consult with your local postmaster and local civilian defense council.)

Teach urgent need and educational value of investment in defense stamps and bonds.

Encourage children to earn money through useful work.

Maintain a defense-stamp booth in the school building.

Organize thrift clubs and discussion groups.

Encourage purchase of defense stamps and bonds.

Develop cooperation with Federal youth agencies: NYA, CCC. (Consult C. B. Lund, State Director, NYA, St. Paul.)

Recruit and prepare competent school children to undertake essential community war activities: Farm work, fruit and vegetables gardens, housework, industrial work, messenger service, etc. (Refer to Discussion XIV.)

Sponsor dairy and poultry projects among students. (Consult local county agent.)

Defense Training. (Refer to Discussion IV.)

Cooperate with state and federal government in training workers for war industries.

Develop and expand vocational courses which contribute to war effort: auto mechanics, sheet metal, mechanical drawing, machine shop, homemaking, welding, commercial, higher mathematics, home economics, vocational agriculture.

Consider establishment of classes in war economics, consumer education, first aid, home nursing, etc.

Provide information about available defense training: courses to be offered, necessary qualifications, length of training period, placement possibilities.

Base enrollment in defense training classes upon a study of the enrollee's interests and abilities.

Avoid or minimize any conflict between immediate defense-job planning and long-time planning.

Make basic mechanical training available to all boys and girls.

Prepare students for advanced work in higher professional and technical schools.

Maintain a library of information about the various armed services and defense industries to guide choice of potential members. (Consult Library Division, State Department of Education.)

Prepare a directory of all local persons engaged in war service outside the community.

Arrange to transmit community newspaper to local enrollees in armed service.

Sponsor the writing of cheery letters to relatives and friends in service.

Air-Raids. (Refer to Discussion VI.)

Cooperate fully with recognized officials in emergency war activities.

Emphasize importance of adherence to official orders.

Prepare an address catalog of all pupils.

Prepare a spot map showing residence of pupils in attendance.

Study and disseminate official emergency air-raid instructions. (Items 203, 204, and 211.)

Provide air-raid drills.

Provide a suitable air-raid refuge.

Plan suitable interesting activities for air-raid refuges.

Draw up complete plans for emergency housing and maintenance of pupils.

Canvass and plan possibilities of extending emergency housing to civilians.

Teach students safest part of buildings in case of air-raid.

Post full instructions on air-raid drill procedure.

Provide practice in home escort (evacuation) drills.

Provide systematic fire drills. (Consult State Fire Marshal.)

Eliminate all unnecessary fire-hazards: keep waste paper cleared out; protect oil stocks; survey electric wiring for hazards; examine chimneys regularly; keep air ducts free of dust accumulations.

Insure that fire extinguishers are in proper working order.

Appoint and train fire guards. (Item 203.)

Sponsor a campaign for the removal of fire hazards in the community.

Discuss with school staff the topic of panic prevention in emergencies.

Have a student committee maintain an attractive bulletin board display of live war information.

Gardening. (Refer to Discussion XIV.)

Survey the community to discover victory gardening needs and possibilities: available, adaptable, and accessible land; needed equipment, seed, and other supplies; resources of labor and direction; transportation facilities; necessary disease control; distribution of produce, storage and preservation of surplus, finance.

Establish victory gardens.

Plant only gardens which can be properly cultivated and cared for.

Seek the advice and assistance of the county agent in the victory garden program.

See that victory gardening is properly managed: avoid waste from overseeding; avoid wasting good seed on bad soil; make sure soil is ready to cultivate; plant rows horizontally on hill sides; plant a variety of things; keep tall crops from shading short ones; provide adequate water; control bugs and insects; cultivate shallow to prevent injuring roots; eliminate weeds; utilize surplus; use only good seed.

Utilize technical assistance from the extension services of state agriculture schools and colleges.

Provide faculty leadership for victory gardens.

Can surplus food.

Have home economics teachers develop community canning centers.

Have home economics teachers give food preservation demonstrations.

Establish a library of references on gardening activities.

Salvage. (Refer to Discussion VII.)

Salvage useful waste materials — Paper: newspapers, magazines and pamphlets, discarded books, boxes; metal: copper, brass, iron, tinfoil, zinc, lead, aluminum; rubber: rubbers, tires; rags (under proper circumstances.)

Work with local salvage committee or local civilian defense council.

Teach importance of salvage to maximum war efforts.

Establish depositories for usable salvage materials at convenient locations in the community.

Teach proper attitude toward enemy propaganda.

Avoid "war blues" from too much war talk.

Stop spread of rumors harmful to war efforts.

Discourage spread of information valuable to enemy.

Show the importance of doing well the task at hand.

B. Organization and Administration

(Consult bibliography section A, E, F, and O.)

Establish a reasonable and well-balanced long term educational and financial school program based upon the ability, needs, and aspirations of the community.

Establish the public concept of a free public school open to all children, regardless of the social or economic status of their parents.

Organize and conduct the schools so as to create feelings of confidence and self assurance in pupils, teachers, and community. (Item 136.)

Where advisable, utilize advisory committees of representative local laymen. (Items 29 and 49.)

Evaluate all proposals for change in educational policy or practice in the light of statewide benefit to education.

Study school surveys and research which indicate progressive tendencies in organization and management. (Items 4, 17, and 25.)

Procure the services of experts to survey the schools and recommend improvements.

Provide for adequate financial support of education. (Items 32, 140, 142, 143, 144, 145, 146, and 234.)

Regulate the annual school program by a well-balanced financial budget, providing for both revenues and expenditures.

Maintain sensible safeguards for school funds: careful selection of depository; sound financial budget; security for school deposits; efficient accounting system; adequate bonding of employees; justification through reports; external audits. (Items 136 and 138.)

Whenever possible, institute wise educational and financial economies. (Bibliography items 136, 138, and 139.)

Avoid temporary savings at the expense of much greater future expenditures.

Participate in the work of discussion groups that are sincerely concerned with constructive economies in public expenditures.

Furnish school supplies adequate in both quality and quantity.

Utilize cooperative purchasing when feasible and effective.

Where advantageous, purchase only on the basis of open bidding.

Consider reasonable increase in size of classes.

Maintain proper relationships between the school board and the public. (Item 14.)

Maintain proper relationships between the school board and its chief school executive, the superintendent. (Item 14.)

Maintain proper relationships between the superintendent of schools and his staff. (Item 14.)

Maintain an effective system of records and reports, concerning financial, pupil, and teacher activities.

Utilize effective promotion and grouping of pupils.

Encourage elementary-school graduates to enroll in high school.

Encourage competent high school graduates to enroll in higher education.

Make all school activities contribute to the fundamental goals of education. (Items 12 and 15.)

Make advance plans for rehabilitation education of returning wounded and disabled members of war services.

C. Professional Staff

(Refer to Discussions IX and X; see bibliography section M.)

Adjust teacher supply to demand. (Items 217, 218, 219, 220, 227, 230, 231, and 235.)

Increase teaching effectiveness by all possible means.

Utilize school personnel as efficiently as possible.

Select and assign teachers solely on the basis of fitness for the position to be filled.

Whenever possible, utilize common sense combinations of teaching subjects and fields. (Item 221.)

Wisely utilize approved placement agencies and procedures.

Avoid raiding other schools for staff members.

Suspend or eliminate local regulations against the employment of married women teachers. (Items 217, and 235.)

Suspend or eliminate local regulations against the employment of home teachers. (Items 217, and 235.)

In special fields where circumstances may not warrant a full-time employee, part-time cooperative service with neighboring school may be arranged.

Survey community to locate qualified persons who could serve as substitute or emergency teachers.

Inventory the staff for special abilities in necessary war activities.

Avoid assignment of highly trained personnel to do work which is within the capacity of other employees of lesser skill and ability.

Equitably adjust loads borne by teachers.

Encourage faithful adherence to contractual obligations until legal release.

Maintain reasonable salary standards. (Items 219, 225, 226, 229, 230, and 235.)

Adjust salaries to increased cost of living.

Utilize a salary schedule, cooperatively formulated.

Develop professional spirit of instructional staff.

Encourage membership in local, state, and national professional organizations.

Encourage professional self-development of staff members.

Maintain indefinite tenure except in case of incompetence or wilful neglect of duty.

Eliminate incompetent staff members.

Strive toward the legal establishment of a reasonable minimum teachers' certification standard. (Items 218, 219, 227, and 235.)

Evaluate teaching service as objectively and fairly as possible; eliminate irrelevant factors; utilize all pertinent information; utilize several raters and ratings.

Develop and utilize reasonable sick-leave regulations; reasonable period (10 days annually) some pay (full pay best); cumulative privileges (up to 60 days), reasonable restrictions regulations.

Extend leave of absence to teachers in armed service. (Items 191, 228, and 232.)

D. Citizenship and Morale

(Refer to Discussion I and II; see bibliography section C and J.)

Develop and maintain respect for our flag.

Practice flag salute regularly.

Teach correct flag etiquette. (Item 70.)

Teach the appropriate spirit of observance of national holidays.

Dignify patriotic exercises.

Make special days contribute effectively to educational objectives.

Teach the facts underlying each of our national songs: Star Spangled Banner, America, Battle Hymn of the Republic, Dixie, America the Beautiful, etc.

Provide frequent opportunity for singing and memorizing our national songs.

Have pupils study and appreciate difficulties and services of great American patriots: Washington, Lincoln, Wilson, Jackson, Jefferson, etc.

Teach origin and meaning of important national documents: Constitution, Declaration of Independence, Bill of Rights, Emancipation Proclamation, Atlantic Charter, Four Freedoms, etc. (See bibliography items 59, 60, and 67.)

Teach outstanding speeches of national importance: Gettysburg Address, etc.

Develop the real meaning of important national phrases: "No taxation without representation," "Millions for defense, but not one cent for tribute," etc.

Teach essential differences between dictatorship and democracy. (Bibliography items 42, 60, and 73.)

Teach "A Creed for Democracy." (Bureau of Publications, Teachers College, Columbia University, New York City, Price 20c.)

Offer in the schools practice in democratic living. (Items 43, 53, and 58.)

Develop intelligent loyalty to our country through: classwork, assemblies, celebration of holidays, citizenship recognition days. (Items 43 and 46.)

Find physical tasks for each child which involve serious responsibility and the opportunity for socially-useful work. (Item 108.)

Cultivate student self reliance through developing ability to—read accurately, listen intelligently, think clearly, and speak effectively.

Give attention at all levels of education to the development, appreciation, and application of desirable ethical standard and moral values.

Teach rights, obligations, and responsibilities of citizenship. (Items 2, 46, 50, 58, and 60.)

Let pupils learn importance of full and proper use of franchise by every citizen.

Familiarize pupils with important governing laws of state and nation.

Encourage pupils to take active interest in problems to be decided by popular vote.

Analyze how the community tax dollar is being used.

Have pupils visit and study courts and other tax-supported agencies.

Increase service by school pupil groups at community functions: band, orchestra, chorus, student speakers, entertainers.

Provide pupils with opportunities to engage in community services: clean-up campaigns; serving sick, old, or handicapped; usher at community functions; etc.

Invite representatives of community organizations to speak to the pupils.

Help citizens to appreciate the necessity of setting a fine example of civic loyalty before the younger generation.

Develop active condemnation of dishonesty, corruption, graft, and inefficiency in public service.

Have civics classes attend a meeting of the school board, and, later, discuss its work in class.

Explain to pupils how the emergency may affect the schools.

Prepare factual material to refute unjustified criticisms of public education. (Items 16, 48, 55, 64, 115, 140, 142, 143, 144, 145, 146, and 148.)

Expose the motives and actions of pressure groups which seek for selfish reasons to harm the schools.

Promote plans for American Education Week each November.

Give citizens information on the comprehensive scope and significant achievement of American Schools.

Procure and publicize endorsements of the schools from civic and industrial groups.

Aid citizens to recognize that schools are an essential unifying influence in our community, state, and national life.

Emphasize the specific contributions of the schools to war needs.

Discuss school problems with leading citizens in personal conference.

Cultivate a genuine community respect for expert judgment.

Give special attention to the cultivation of good will on the part of parents.

Let pupils study work of local civilian defense council.

Teach purposes and needs of an all-out war effort.

Emphasize unity and loyalty in the national emergency.

Interpret war aims through the schools.

Cooperate with radio and the press in promoting the war program.

Encourage public forums and lectures to disseminate essential war information.

Sponsor community forums dealing with post-war problems.

Encourage community use of school plant.

Increase participation of staff in community life and civic activities.

Support the program of the state and local parent-teacher association by active participation.

Help to protect from unjust attacks the remaining cultural agencies of the community: libraries, museums, art galleries, etc.

Provide a speakers bureau to serve school and community.

Give special attention to current events.

Foster libraries open to school and public with special attention to current references on national and international topics.

E. Conservation and Safety

(Refer to Discussion III; see bibliography section D and L-b.)

Teach need for intelligent conservation of natural resources. Outstanding natural resources: occurrence, utilization, depletion, replacement. (Items 75, 76, 79, 81, 82, 84, 85, and 86.)

Study significance of natural resources to national defense. (Item 95.)

Have pupils locate and study conservation agencies: State Department of Conservation, State Agriculture stations, Civilian Conservation Corps, Audubon clubs, National Geographic Society, Nature clubs, Isaac Walton League, Four-H clubs, Future Farmers of America, Juvenile court, etc.

Have pupils visit and study local evidence of conservation problems: Erosion control, water supply, crop rotations, forestry projects, drainage control.

Have pupils plan ways to save water, soil, food, and clothes without sacrificing needs.

Survey community to find unrealized possibilities of conservation.

Analyze services and programs of local welfare agencies.

Explore possibilities of cooperation of school, home, church, and community for conservation or moral and spiritual resources. List needs to be met, state contributing function of each agency, suggest desirable procedures.

List and utilize possibilities in conserving school property; proper accounting; proper use of books, proper use of supplies, proper use of equipment; proper use of buildings.

Teach proper use of installment buying. (Items 87, 91, and 93.)

Teach important elements of careful purchasing: consider needs before buying; choose clothing and textiles which will give long-time service; avoid freakish styles;

study characteristics of various fabrics; utilize information on labels; avoid excessive return of merchandise; plan ahead but avoid hoarding. (Items 86 and 88.)

Teach pupils proper care of clothing: wear garments suitable for work to be done; avoid stains, tears, and unnecessary damage; promptly mend rips and holes; keep clothing and household textiles clean; select cleaning methods suited to the fabric; use clothes hangers and shoe trees; protect shoes from water; in winter protect summer clothes from dust and dirt; in summer protect winter clothes from moths and mildew; etc.

Develop proper thrift habits in pupils and staff: systematic saving; careful budgeting of funds; conserve school supplies and equipment and turn off unused electric lights; shut off power machinery when not being used; utilize daylight hours to the full; conserve heat; maintain good credit rating; etc.

Teach conservation of paper supplies: make the entire school "paper conscious"; establish cooperatively paper quotas; secure maximum use of each sheet; use smaller sheets where feasible; use cheaper quality where feasible; depend less on mimeographed materials; reduce amount of written classwork; utilize oral procedure more; where feasible, reclaim and salvage partially-used paper; save waste paper.

Sponsor the formation of adult consumer groups in the local P.T.A.

Offer instruction to all students in safety education and swimming.

Provide instruction and practice in first aid, methods of transporting injured persons, and artificial respiration.

Make a survey of disaster hazards in the community.

Compile statistics of accidents in community and discuss need for preventing them. (Items 212-15.)

Provide and disseminate home safety instructions.

Simplify commencement exercises: utilize maximum student participation, standardize commencement garb or use gowns, etc.

Expand industrial art courses to include repair and renovation of home and farm tools and equipment.

Provide adequate system of pupil guidance.

Provide a complete, cumulative, factual, individual inventory of each pupil: family and cultural background; physical and medical history; extra-curricular activities; marks in school subjects; mental test scores; achievement test scores; interests; and special talents.

Adjust learning situations to individual capacities, needs, and interests of pupils.

Identify and assist problem cases among pupils.

Give each pupil an adequate background for wise choice of life work.

Arrange for pupil visits to industrial and agricultural plants to secure first-hand information.

Arrange for pupil correspondence with schools surrounded by different industrial conditions.

Have pupils interview workers in various occupations.

Introduce general shop work to provide varied training.

Compile a survey of community work opportunities.

Maintain a school placement agency.

Make readily available through the school library organized helps:

- a. Books, pamphlets, and periodical articles which present the meaning and values of democracy, and the dangers which confront it.
- b. Reading material needed for defense courses and other defense activities.
- c. Reading materials presenting needs and problems in human relationships, including international adjustments.
- d. Materials helpful for self-guidance of both boys and girls.
- e. Manuals and guides needed by the learner and the worker in the defense industry.
- f. References and bibliography on all important phases of national defense.

Eliminate capital outlay (new buildings) unless absolutely needed.

Provide for maximum utilization of the school plant. Eliminate unnecessary activities.

Avoid unnecessary long-distance telephone and telegraph messages.

Demand prompt payment of all monies due the school district.

Where feasible take advantage of discounts for prompt payment of bills.

Formulate an approved list of standardized supplies and equipment.

Insist on adherence to reasonable supply consumption standards.

Purchase supplies at times of greatest economic advantage.

Avoid necessity for emergency purchases.

Use all reasonable economies in purchase of insurance.

Utilize effective operation and maintenance techniques.

Use buses only for legitimate and necessary school purposes.

Check water consumption.

Periodically check thermostatic control systems.

Appraise effectiveness of present school program.

Maintain scholastic standards.

Consider rapid progress for able students: larger than normal load, promotion, etc.

Work toward the development of effective local administrative and attendance school units.

Where feasible, cooperate with other districts in transportation of pupils.

F. Health and Physical Education

(Refer to Discussion III; see bibliography section G.)

Arrange and manage school program to contribute to physical and mental health: Balance physical and mental activity; provide suitable rest facilities; provide ample rest opportunities; arrange for cooperative planning of school day by teachers and pupils; etc.

Institute a program of regular health examinations.

Appoint a health coordinator to integrate all health and safety activities in the school.

Adjust health program to individual interests, capacities, and needs of students.

Let the school health program include follow-up of periodic health examinations.

Provide graded classroom instruction in health and safety.

Base teaching in health and safety on practical problems rather than abstract principles.

Utilize classroom experiments to demonstrate important health principles.

Provide instruction in prevention of communicable diseases, vaccines, serum, and antitoxin therapy.

Have teachers inspect pupils daily for evidence of communicable diseases.

Where feasible pupils and teachers should be immunized for small pox, and diphtheria.

Provide instruction in personal hygiene: minimum essentials of diet and nutrition; personal cleanliness; daily elimination; narcotics; deleterious effects of alcohol, tobacco, and effects of exercises of speed, endurance, and strength upon the circulatory, respiratory, muscular, digestive, endocrine, and nervous systems of the body; proper care of the eyes, ears, nose, throat, skin and other organs; essentials of mental hygiene; importance of desirable boy and girl relationships; etc.

Arrange for medical treatment of indigent children.

Provide shower baths that are available to all children in the community who need them.

Increase school health care of socially, mentally, and physically handicapped children.

Emphasize a safe and healthful environment.

Adjust color of schoolroom walls and finish of blackboard to eliminate glare.

Provide outside light only from left and rear.

Arrange artificial light outlets to furnish adequate, evenly-distributed, indirect light.

Provide two-way window shades and keep them properly adjusted.

Provide proper lighting conditions for children reading and working at home.

Maintain temperature, humidity, and air motion in the classrooms within the "comfort zone."

Provide seats which are comfortable and conducive to good posture.

Eliminate unnecessary dust through — Proper type of chalk; proper use of chalk; proper cleaning of boards; proper cleaning supplies and equipment; proper cleaning procedures; effective heating system; effective ventilation system.

Provide visiting nurse services.

Eliminate avoidable absences resulting from illnesses or accidents.

Coordinate lunchroom practice with nutrition education in the classrooms.

Enlarge instruction in foods and nutrition.

Insure one hot, well-balanced meal to each child every school day.

Survey the diets of all pupils to determine deficiencies and suggest improvements.

Provide cod liver oil distributions to needy pupils.

Distribute authoritative information on satisfactory low cost diets.

Conduct a poster campaign to combat avoidable omissions in pupil diet.

Maintain a bulletin board showing low-cost substitutes for high-priced foods.

Cooperate with other community agencies in promoting health.

Urge each individual to secure proper amounts of sleep, rest, relaxation and exercise.

Teach avoidance of useless energy-sapping worry.

Safeguard children from fear due to over-emphasis of war through conversation, radio, publications and motion pictures.

Organize student hobby clubs.

Provide opportunities for a year-round recreational program for children and adults under the direction of the school.

Place emphasis on corrective work in present physical and health education classes.

Emphasize intra-mural athletics.

Develop community recreation services: arts and crafts, athletics, camping, dancing, hiking, hobbies, pageants and plays, play, library, etc.

Educate parents on the importance of promoting the physical and mental health and well being of their children.

G. International and Group Solidarity

(Refer to Discussion III; see bibliography section N.)

Cultivate a world community consciousness and a universal conscience.

Have pupils take a census of nationalities in the community.

Hold a nationality night as a community project.

List contributions of various nationalities in the community.

List contributions of various nationalities to science, art, literature, music, and the dance.

Compare and contrast the United States and selected nations, as to history, customs, industries, products, and aspects of national culture.

Study attempts made at international friendship and cooperation.

Give plays and pageants on the world-friendship theme.

Help pupils to understand the significance of the Churchill-Roosevelt "Four Freedoms."

Build up exhibits typical of various other American nations.

Collect a library of Pan-American references.

Offer an extension course in Pan-America.

Survey services rendered by various occupational groups in the community.

Develop sentiments of mutual appreciation and comradeship among all economic, social, and religious groups.

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1. American Council on Education, *Education and National Defense*. Washington, D. C.: the Council, June 1940. 15 p. ("Seeks to define the fundamental principles of cooperation between education and the federal government in relation to national defense, and recommends the setting up of appropriate arrangements to carry out these principles.")

2. American Federation of Teachers, Executive Council. "Education, democracy, and Defense," *The American Teacher* 25:5-35; March, 1941. (An analysis, a statement of ideals and principles, and a program of action. Covers the nature of emergency; the meaning of democracy; basic principles; and proposed action.)

3. "A priority for defense training." *New Jersey Educational Review* 14:198-9; April, 1941. (Sets forth 11 statements covering the defense training responsibilities of the local public employment offices and the local public schools, as established by the Studebaker-Clague agreement.)

4. Interim Committee on Education, Minnesota State Legislature. *Report*. St. Paul: the committee, January, 1941. 149 p. Free. (Presents a series of recommendations, concerning problems of education in Minnesota, based upon a general survey of educational conditions. The recommendations deal mainly with administrative organization, teacher-training needs, and state financial aid to public schools.)

5. Federal Security Agency, U. S. Office of Education. *The Office of Education Wartime Commission*. Washington, D. C.: the Office, December 23, 1941. 16 p. (Mimeo.) (Describes war services of the Office; cites need of wartime commission; lists under 4 major heads illustrative education defense problems; and gives organization and personnel of Commission.)

6. —. *The School Program and National Defense*. Circular No. 186. Washington, D. C.: the Office, January, 1941. (Mimeo.) 33 p. (Suggestions to educational leaders on strengthening certain areas of the school, organizing school personnel, and using the library for maximum contribution to the national emergency.)

7. —. *What the Schools Can Do*. Education and National Defense Series, Pamphlet No. 4. Washington, D. C.: Govt. Printing Office, 1941. 22 p. 15c. (Covers: 1. emergency demands on the schools; 2. possibilities in strengthening certain areas of the school program; 3. possibilities in reorganizing school personnel; 4. reference materials: 59 selected titles.)

8. Minnesota Education Association and University of Minnesota Center for Continuation Study. *Institute on Educational Policies Concerning Education and the Permanent Defense of Democracy*. St. Paul: the Ass'n., 1942. 24 p. (Mimeo.) (Presents a brief report of conclusions and recommendations for Minnesota policy.)

9. Minnesota State Defense Council: Welfare Defense Advisory Committee. *Organization Bulletin, No. 1*. St. Paul: the Committee, Oct., 1941. 20 p. (Mimeo.) (Provides statement of purpose and function, personnel, and organization of the committee.)

10. National Education Association and American Association of School Administrators, Educational Policies Commis-

sion. *A War Policy for American Schools*. Washington, D. C.: the Ass'n., 1942. 47 p. 10c. (Proposes priorities among educational activities and makes general recommendations regarding certain problems created by the impact of the war on the schools.)

11. —. *Education and the Defense of American Democracy*. Washington, D. C.: N.E.A., 1940. 23 p. 10c. (A statement of educational policy in support of national defense; discusses the military, economic, and moral imperatives of national defense and the school's responsibility in strengthening them.)

12. —. *Educational Policies for Rural America*. Washington, D. C.: N.E.A., July, 1939. 19 p. 10c. (Sets forth peculiar needs of rural America and recommends guiding policies.)

13. —. *Syllabus on the School in American Democracy*. Washington, D. C.: N.E.A., September, 1939. 42 p. 10c. (Supplies required readings, topics and questions for discussion, and supplementary references for 30 class units based upon *The Unique Function of Education in American Democracy, The Purposes of Education in American Democracy, the Structure and Administration of Education in American Democracy, and Social Service and the Schools*.)

14. —. *The Structure and Administration of Education in American Democracy*. Washington, D. C.: N.E.A., 1938. 128 p. 50c. (Second volume of pronouncements concerning policy. Covers entire field of education, local, state, and federal.)

15. —. *The Unique Function of Education in American Democracy*. Washington, D. C.: N.E.A., 1937. 129 p. 50c. (First statement of national policy. Deals with the position and obligations of education in society.)

16. Wright, Edith A. *Expressions on Education by Builders of American Democracy*. U. S. Office of Education, Bulletin 1940, No. 10. Washington, D. C.: Govt. Printing Office, 1940. 90 p. 20c. (Contains statements made concerning education by each president of the U. S., famous statesmen, educators, etc.)

b. Local school unit.

17. Alves, Henry F. and Morphet, Edgar L. *Principles & Procedures in the Organization of Satisfactory Local School Units*. U. S. Office of Education, Bulletin 1938, No. 11. Washington, D. C.: Govt. Printing Office, 1939. 164 p. 25c. (Proposes complete plan of procedure in a state study of local units; suggests criteria which should apply; presents inquiry blanks; and supplies a 39-item selected, annotated bibliography.)

18. Engelhardt, N. L., editor, "Education needs and national defense." *School Executive* 61:39-40; 55-60; October, 1941. (A discussion by 14 school business officials from different states as to what school executives can do.)

19. Hall, Earl R. *Administrative Unit for Illinois*. New York City: Bureau of Publications, Teachers College, Columbia University, 1939. 194 p. (Polygraphed) (Reviews available literature and proposes a plan of school-district reorganization for Illinois. Presents excellent set of criteria and principles for attendance and administrative units which are applicable to Minnesota, or any other state.)

20. Lund, John. "If I were a superintendent in these critical times." *School & Society* 53:181-3; Feb. 8, 1941. (Specific suggestions on what the superintendent might do in relation to state, school, staff, and community.)

21. —. "Professional growth and defense." *School Life* 26:66-7; December, 1940. (States 3 basic assumptions and 6 problems in the field of professional education for administrators and teachers, and suggests 3 areas of attack.)

22. Mulford, H. B. "War and the school board's responsibility." *American School Board Journal* 104:25-7; March, 1942. (Presents and discusses 7 present problems growing out of war and facing the schools.)

23. —. "Who should lead in times of school crises?" *American School Board Journal* 101:19-20; October, 1940. (An analysis of school board functions with examples of needed school-board leadership.)

24. Reller, T. L. "The superintendent of schools and the national crises." *American School Board Journal* 102:31-2; February, 1941. (Indicates the area in which the superintendent will be most in demand.)

c. The state department of education.

25. Deffenbaugh, W. S. and Keesecker, W. W. *State Boards of Education and Chief State School Officers*. U. S. Office of Education, Bulletin 1940, No. 6. Washington, D. C.: Govt. Printing Office, 1941. 103 p. 15c. (A survey of state practice and some observations and recommendations.)

26. National Education Association and American Association of School Administrators, Research Division, *Staffs and Salaries of State Departments of Education, 1939-40*. Educational Research Service, Circular No. 5, 1940. Washington, D. C.: N.E.A. 47 p. (Planographed.)

27. Alves, Henry F. *Organization of State Departments of Education*, U. S. Office of Education Bulletin 19... No. ... Washington, D. C.: Govt. Printing Office, 19... p. . . c.

B. Adult Education

28. "Adult education and defense." *School & Society* 54: 189-92; November 1, 1941.

29. American Association for Adult Education. *Community Councils in Action*. Washington, D. C.: the Ass'n. (Issued at intervals, Oct. to May) (4 issues, 50c.)

30. —. *Defense Digests*. New York City: the Ass'n., (60 East 42nd St.) (Various dates.) (12 issues, \$1.) (Summaries of essential facts about national defense questions for discussion groups with references and film and radio programs.)

31. Debatin, F. N. *Administration of Adult Education*. New York: American Book Co., 1938. 486 p. (Provides well documented discussions of the "whys and wherefores" as well as the practical problems of staff, equipment, publicity, and financing.)

C. Citizenship and Morale

32. Bonar, H. S. "Democracy's bulwark." *American Legion Magazine* 31:8-9, 44-5; November, 1941. (Emphasizes the important function of the schools in protecting democracy, and calls for continued support of public education.)

33. Boutwell, Wm. D., et al. *America Prepares for Tomorrow: The Story of Our Total Defense Effort*. New York: Harper & Bros., 1941. 612 p. (A factual account of all aspects of the national-defense effort. Presents the important documents basic to the defense program together with a bibliography.)

34. Child, I. L. "Morale: a bibliographic review." *Psychological Bulletin* 38:393-420; June, 1941.

35. Committee for National Morale. "The problem of morale in the United States." *Journal of Educational Sociology*. December, 1941. 35c.

36. Conference on Education and the National Emergency. *Proceedings*. Berkeley: University of California, 1941. 156 p., (pa.) 97c.

37. Council for Democracy. *Defense on Main Street*. New York: the Council (285 Madison Ave.), 1941. 88 p. 25c. (Details specific things both individuals and group can do to further the emergency-defense effort.)

38. Council on the Education and Position of Women in a Democracy. *Education of Women in a Democracy: Articles Prepared for the Round Table Discussion of the Committee on Education of Women of the Womens Centennial Congress, New York City, November 25-27, 1940*. 28 p. 50c. Institute of Womens Profession Relations, Connecticut College, 751 Williams St., New London, Connecticut.

39. "Democracy in U. S. schools." *Life* 10:61-71; January, 1941. (An illustrated story of what three high schools, from widely different environments, are doing to convince young people that democracy is worthwhile.)

40. "Education & civilian morale." *Journal of the National Education Association* 30:274; December, 1941. (Defines morale and lists 14 specific suggestions for development of morale by organized education. Material is drawn from *Education & Civilian Morale* produced by the Educational Policies Commission.)

41. Engelhardt, N. L., Jr. "Preparedness in Newark." *School Executive* 61:10; December, 1941. (Outlines cooperative planning of the Newark Defense Council and the Newark School Committee on Defense Services. Summarizes activities of 8 implementation committees: 1) school camps; 2) evacuation; 3) emergencies; 4) recreation; 5) post-war adjustments; 6) pan-American relations; 7) democracy; & 8) well-being.)

42. Federal Security Agency. U. S. Office of Education. *Education Under Dictatorships and in Democracies*. Education & National Defense Series, Pamphlet No. 15. Washington, D. C.; Govt. Printing Office, 1941. 19 p. 15c. (Presents contrasting types of education, suggests action for America, & provides topics for discussion with 15 suggested readings.)

43. —. *Living Democracy in Secondary Schools*. Washington, D. C.: Govt. Printing Office, 1941. 32 p. 15c. (Suggestions as to how the secondary school can incorporate practices in its instructional program, conducive to a strengthening of democratic processes.)

44. —. *School and College Civilian Morale Service*. Bulletin No. 1, August, 1941- date. Washington, D. C.: the Office, 1941. Bi-monthly (Mimeo.) Free. (News notes on activities of public & radio forums, schools & colleges, libraries, & federal agencies. New publications & forum services from all sources are described.)

45. Greider, C. "Citizens advisory committees—have they a rightful place?" *Nations Schools* 28:29-30; September, 1941.

46. Hale, Florence M. (Ed) *Democracy & Patriotism: Teaching Material for the Grades*. Darien, Conn.: Education Publishing Corp. (Leroy Ave.), 1941. 80 p. 75c.

47. "How the schools can win the war: a symposium." *School Executive* 61:14-6; February, 1942. (Many suggestions from representatives of vocational, education, navy, aviation, conservation, and the Red Cross.)

48. Hunter, F. M. "Education for a free people: the essentials of a permanent morale." *N.E.A. Proceedings, 1942*. (Preprint) 7 p. (Mimeo.) (Contrasts American and totalitarian doctrines.)

49. Irons, J. R. "Coordinating councils and the public schools." *School Executive* 61:22-3; January, 1942 (Explains the nature and possibilities in lay and educational cooperation for welfare of community children and youth. Presents a 2—item bibliography on community coordination.)

50. Kilpatrick, W. H. *Group Education for a Democracy*. New York (347 Madison Avenue): Association Press, 1940.

51. Molohon, Bernard. *Voices of Democracy*. U. S. Office of Education, Bulletin 1941, No. 8. Washington, D. C.: Govt.

Printing Office, 1941. 84 p. 15c. (A handbook for writers, speakers, and teachers. Contains more than 750 memorable expressions on liberty and democracy by philosophers, statesmen, and writers of all time.)

52. National Council for the Social Studies. *Teaching the Civil Liberties*. Bulletin No. 16. Washington, D. C.: the Council, 1941. 40 p. 30c. (A sourcebook for teachers of the social studies and other subjects which make reference to civil liberty. Includes 40 quotations for class discussion; 61 suggested class activities; and a 9-page classified bibliography.)

53. National Education Association, Department of Supervisors and Directors of Instruction, *Cooperative Principles and Practices*. Eleventh Yearbook. Washington, D. C.: the Association, 1939. 244 p.

54. —. Research Division. *Films for the Teaching of Democracy*. Washington, D. C.; the Ass'n., 1941, 27 p. (Mimeo.) 25c. (An annotated, classified list of 156 films. Gives for each: number of reels, size of films, whether silent or sound, cost-rental and sale price, distribution, and date of release. Also provides suggestions for ordering and use of films.)

55. National Education Association and American Association of School Administrators, Educational Policies Commission, *Education and the Defense of Democracy*. Washington, D. C.: N.E.A., July, 1940. 23 p. 10c. (Presents significant aspects of national defense; outlines contributions of education; and suggests ways in which the schools can most effectively contribute to national defense.)

56. —. *Education and Civilian Morale*. Washington, D. C.: N.E.A., 1941. (Presents ways in which organized education may assist in development and maintenance of morale.)

57. —. *Education and the Morale of a Free People*. Washington, D. C.: N.E.A., 1941. 29 p. 10c. (A statement of the role of education in building national morale; recommends 14 lines of action which schools should pursue in order to strengthen morale. 12-item bibliography.)

58. —. *Learning the Ways of Democracy*. Washington, D. C.: N.E.A., 1940, 486 p. \$1. (A casebook in civic education; includes detailed accounts of specific projects carried on in 90 secondary schools. Suggests many worthwhile activities.)

59. —. *Newspaper and National Defense*. Washington, D. C.: the Ass'n., (no date) 3 p. (Mimeo.) (Lists 27 significant documents in the development of American democracy and where they may be found.)

60. —. *Teaching Materials on the Defense of Democracies*. Washington D. C.: N.E.A., 1941. \$1 per set of 6 pamphlets or single copies at 20c. (Covers *Our Democracy*; *How May We Defend Democracy?*; *Suggestions for Teaching American History in the Present Emergency*; *The School—An Arsenal for Democracy*; *How You Can Strengthen Democracy*; and *Current Documents on Democracy*.)

61. —. *The Education of Free Men in American Democracy*. Washington, D. C.: N.E.A., 1941. 115 p. 50c. (Analyses contribution education can make to defense and achievement of human freedom. Presents 6 fundamental beliefs of the democratic faith; sets forth 6 basic democratic loyalties; discusses 7 essential patterns of social knowledge; lists 8 current deficiencies of American life; and suggests responsibilities of government, the educational profession and the people in the control and direction of democratic education.)

62. —. *The Purposes of Education in American Democracy*. Washington, D. C.: N.E.A., 1938. 157 p. 50c. (Discusses the nature and sources of educational objectives and their relations to democratic processes; reviews earlier statements of objective; considers objectives under 4-fold segments of self-realization, human relationship, economic efficiency, and civic responsibility; and points out critical factors in attainment of objectives.)

63. —. Oregon Committee for Implementing the Teach-

ing of Democracy. *Calling the Youth of the Nation*. Washington, D. C.: N.E.A., 1941. 30 p. 10c. (An abstract and study-guide for high school juniors and seniors based upon *The Education of Free Men in American Democracy*. Includes check list of democratic concepts and classified statements and problems for study.)

64. National Policy Committee. *Special Committee Memorandum: Education As a Means of Transmitting the Democratic Heritage*. Washington, D. C.: the Committee, 1941. 24 p.

65. Progressive Education Association. *Democratic Education in the Secondary School: What Education Can Do in the National Defense*. New York City: the Association, (221 W. 57th St.), 1941. (bib.)

66. —. *Democratic Education: Suggestions for Education and National Defense*. New York City: American Council on Public Affairs, 1941. 24 p. 25c. (Presents 9 areas where schools and communities can contribute toward the defense of democracy in the education of children and youth.)

67. Roosevelt, F. D. *Four Freedoms*. U. S. Office of Education poster. Washington, D. C.: Govt. Printing Office, 1941. 1 p. 10c. (President Roosevelt's famous statement prepared as an attractive 17x23 inch poster, printed in two colors on heavy antique paper.)

68. Stoddard, A. J. "The role of the schools in the present emergency." *N.E.A. Proceedings, 1942*. (Pre-print.) 8 p. (Mimeo.) (Emphasizes responsibility of the schools and suggests steps to be taken.)

69. Studebaker, John W. "Morale building in our schools and colleges." *N.E.A. Proceedings, 1942*. (Pre-print.) 9 p. (Mimeo.) (Emphasizes the importance of morale and indicates school and college activities which can develop morale.)

70. U. S. Navy Department, Naval Recruiting Service. *The Flag of the United States: How to Display and Respect It*. 1 p. Apply at U. S. Navy Recruiting Station. (Illustrated folder giving history and etiquette of the flag.)

71. Federal Security Agency; U. S. Office of Education. "A Document for Study." *School Life* 27: cover page; October, 1941. (Reproduces the "Atlantic Charter," a joint Roosevelt-Churchill declaration of war aims.)

72. Federal Security Agency, U. S. Office of Education. *School and College Civilian Morale Service: How to Participate*. (No publisher nor date indicated.) 28 p. (Indicates: 1. needs to be served; 2. types of responsibilities and services for various educational agencies; 3. helps on planning community forums; 4. sixteen selected annotated references.)

73. Ziemer, Gregor. "Education for death." *Readers' Digest* 40:129-44; February, 1942. (Condensed from a book published by Oxford University Press. Tells how Hitler molds boys and girls from infancy into fighters for world conquest.)

D. Conservation

a. Conservation of natural resources.

74. Bathurst, E. G. "Socializing experiences in conservation." *School Life* 24:149-50; February, 1939. (Considers the values of activities, suggests activities, and appends four useful bibliographies in conservation.)

75. Bristow, W. R. and Cook, K. M. *Conservation in the Education Program*. U. S. Office of Education, Bulletin 1937, No. 4. Washington, D. C.: Govt. Printing Office, 1937. 78 p. 10c. (Presents: need of conservation, guiding principles in inclusion of conservation into the school program; representative practices at all school levels in conservation education; conservation in organizations and agencies; and a selected and classified annotated bibliography.)

76. Dale, T. and Ross, W. A. *Conserving Farm Land*. U. S. Office of Education, Vocational Division, Bulletin No. 201. Washington, D. C.: Govt. Printing Office, 1939. 104 p.

77. Federal Security Agency, U. S. Office of Education, *Conservation Excursions*. By Effie Bathurst. Bulletin 1939, No. 13. Washington, D. C.: Govt. Printing Office, 1940. 106 p.

78. ——. *Conservation Films in Elementary Schools*. Bulletin 1941, No. 4. By Effie Bathurst. Washington, D. C.: Govt. Printing Office, 1941. 10c. (Suggests standards for selection of films of educational value and gives practical suggestions for applying them.)

79. ——. *Conserving Farm Lands*. By Tom Dale and W. A. Ross. (Vocational Division, Bulletin No. 201.) Washington, D. C.: Govt. Printing Office, 1939. 104 p.

80. ——. *Curriculum Content in Conservation for Elementary Schools*. By Effie Bathurst. Bulletin 1939, No. 14. Washington, D. C.: Govt. Printing Office, 1940. 79 p.

81. Minnesota Resources Commission *Forest Resources of Minnesota, 1940*. St. Paul: the Commission, 1940. 15 p.

82. ——. *Mineral Resources of Minnesota, 1940*. 15 p. (Presents data on state resources such as iron ore, granite, limestone and marl, sand and gravel, sandstone, jasper and pipestone, clay, peat, and feldspar. Popular treatment.)

83. Minnesota State Department of Conservation. *Minnesota Game and Fish*. St. Paul: the Dept., (No date stated.) 32 p. Free. (Official publication of the department. Deals with various aspects of conservation and serves as an effective teaching aid. Now renamed "*The Conservation Volunteer*.")

84. Minnesota State Land Use Planning Committee. *A Unified State Agricultural Program to Meet the Impacts of War and Defense: A Preliminary Statement*. St. Paul: the Committee, June 1, 1941. 51 p. (Presents the basic considerations upon which the state program is built; suggests services of each important agency; and sets forth specific recommendations and a plan of action.)

85. National Resources Planning Board. *Our National Resources: Facts and Problems*. Washington, D. C.: Government Printing Office, 1940. 45 p.

86. Strunk, W. L. "A water conservation policy." *The Conservation Volunteer* 3:1-6; March, 1942. (A detailed statement of the basic policy adopted by the Minnesota State Department of Conservation.)

b. Thrift activities.

87. Dale, E. and Vernon, N. *Consumer Education: An Annotated Bibliography*. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1941. 35 p. 25c. (Contains 68 selected items from educational journals.)

88. "Defense savings as a school project." *Journal of the National Educational Association* 31:59; February, 1942. (Gives suggestions for school defense savings projects.)

89. Frasier, G. W. "Vacation projects." *N.E.A. Proceedings, 1942*. (Pre-print.) 3 p. (Mimeo.) (Contains many practical suggestions on possible school activities, including gardens.)

90. Minnesota Office of Civilian Defense: *General Orders, No. 5*. St. Paul: the Office, January 22, 1942. 4 p. (Mimeo.) (Deals with creation and functions of local salvage committees, and offers salvage details.)

91. National Defense Commission, Consumer Division. *Consumer Knowledge Builds Defense*. Bulletin No. 11. Washington, D. C.: the Commission. April, 1941. 62 p. Free. (A selected bibliography of available pamphlet materials relating to consumer problems.)

92. Proffitt, Maris M. "Schools and the national defense savings program." *School Life* 27:9-10, 14; October, 1941. (Describes federal governmental plan for participation of schools in the sale of stamps and bonds, available instructional aids, and advisory facilities.)

93. U. S. Department of Agriculture, Consumers Counsel Division. *Consumers Guide* Vol. 1, No. 1. Washington, D. C.:

the Dept., 1941 date. (Periodical, issued regularly presents in simple language excellent coverage of current consumer problems.)

94. ——. *Consumers Guide* Volume 8, No. 9, March 1, 1942. Washington, D. C.: the Dept., 1942. 16 p. 5c. (This issue is entirely devoted to victory gardens, and provides much helpful advice to beginners.)

95. U. S. Office for Emergency Management, Division of Information. *War Against Waste*. Arsenal of Democracy series. Washington, D. C.: the Office, 1942. 26 p. Free. (Suggestions for conservation of critical supplies required for essential civilian use and war effort.)

96. U. S. Treasury Department. *Sharing America: A Defense Savings Program for Schools*. Washington, D. C.: Govt. Printing Office, 1941. 8 p. Free. (Outlines the program and suggests specific thrift activities.)

97. Young, P. R. "Victory gardens for school and home." *Journal of the N.E.A.* 31:74-5; March, 1942. (Discusses 6 essentials of organization for school-sponsored home gardening projects.)

98. War Production Board, Bureau of Industrial Conservation. *Salvage for Victory*. Washington, D. C.: Govt. Printing Office, 1942. 4 p. (General directions covering what to save, how to save, and how to dispose of waste.)

99. ——. *To: Chairman, Or Publicity Chairman of Salvage for Victory Committees*, Washington, D. C.: the Bureau. 11 p. (Mimeo.) (Presents background material, stories, speeches, and suggestions for use in local salvage programs.)

E. Curriculum

a. Vocational training.

100. American Vocational Association, Inc. "Vocational Defense Training, Special Edition." *Journal and News Bulletin* 16:1-72; July, 1941. (Presents defense vocational needs and shows how the schools are responding by training instruction.)

101. Arthur, C. M. "Defense training for rural and non-rural youth." *School Life* 26:214-5; April, 1941. (Suggests types of training which may be given under these programs. Gives reports from various states as to progress and types of courses offered.)

102. Carver, H. M. and von Urff, H. A. *Engineering Defense Training*. Chicago: American Library Association, 1941. (An annotated booklist, covering aeronautical engineering, industrial management, machine shop practice, and naval architecture.)

103. Cresswell, Don M., (ed.) *All-Out Defense Job Training: A Call to Dynamic Action. Occupational Education Tour for School Superintendents, 1941*. Los Angeles: Edwin A. Lee, (School of Education, University of California.), 1941. 48 p. 25c. (Presents problems of defense training and 18 specific suggestions for meeting them proposes a long range program, and lists references and sources of information.)

104. Federal Security Agency, U. S. Office of Education. *Answers to Certain Questions Which Have Been Raised with Reference to the National Defense Training Program*. Washington, D. C.: Govt. Printing Office, 1940. 13 p. (Mimeo.)

105. ——. *Defense Job Training: A Condensed Guide to Programs Authorized by Congress to Train Persons for Work in Defense Industries and in the Armed Services*. Washington, D. C.: Govt. Printing Office, 1941. 8 p. folder. Free. (Detailed description of eligibility and training requirements, fees, wages, source of training, etc. in 14 industries held essential to national defense.)

106. ——. *March of Education*. Washington, D. C.: U. S. Office of Education. (Various dates) (Bulletins on various aspects of defense training, including timely news.)

107. ——. *Selecting Trainees for Apprenticeship Occupa-*

tions. Service Bulletin on Defense Training in Vocational Schools, No. 10, March 15, 1941. Washington, D. C.: Govt. Printing Office. 8 p. (Discusses apprenticeship training and gives a list of occupations requiring 2 or more years of apprenticeship.)

108. Greenough, F. J. and Mangis, G. "Work for wages." *School Executive* 61:16-8; January, 1942. (Describes a well-organized attempt by a high school to provide profitable work-experience in the community for students.)

109. Kent, George. "A city that goes to school." *Commonweal* 35:291-3; January 9, 1942. Condensed in *Readers' Guide* 40:109-11; February, 1942. (Describes the work of the La Crosse Vocational and Adult High School which enrolls 1,000 working boys and girls, and 8,000 adults. The school aims to train workers on the job and to rehabilitate the jobless. \$40,000 of the \$100,000 budget is obtained through selling student services and the products of student labor.)

110. Mason, E. F. "Behind the counter they go to college." *Nation's Business* 29:66-; May, 1941. (Cites many specific instances of how schools and business cooperate in training workers through integrating training and experience and through advisory councils.)

111. Minnesota State Department of Education, Vocational Division. *Defense Job Training in State of Minnesota*. St. Paul: the Dept., June 2, 1941. 29 p. (Mimeo.) (Presents progress of the emergency defense training program in Minnesota as to location, number in training, and types of training.)

112. —. *State Plan for the Training of Workers for Defense Industries in the State of Minnesota: Program One*. St. Paul: the Dept. 12 p. (A detailed program proposed by the State Board for Vocational Education.)

113. Scoggin, M. C. *Books for Defense Courses*. New York: Public Library, 1941. 10 p. 10c. (A comprehensive bibliography, covering all vocational training courses essential to war effort and offered by the schools.)

114. U. S. Office of Education. *Occupational Information and Guidance—Organization and Administration*. By Layton S. Hankins, et. al. Vocational Division Bulletin, 1939, No. 204. Washington, D. C.: Govt. Printing Office, 1940. 181 p. 25c. (Outlines principles and practices to be followed by the Service of Occupational Information and Guidance of the Office of Education; presents a summary of guidance programs in 29 states, in selected cities, and in 68 secondary schools.)

b. Academic training and instructional procedures.

115. American Council on Education. *What the High Schools Ought to Teach*. Washington, D. C.: the Council, 1940, 36 p. 25c. (Reviews the organization of secondary education; discusses factors impelling change; and suggests needed changes in such areas as reading instruction, work experience, guidance, and social studies.)

116. Baker, Derwood, et al. *New Methods Versus Old in American Education*. New York City: Bureau of Publications, Teachers College, Columbia University, 1941. 55 p. 60c. (Report of a committee of the Progressive Education Association with a survey of evidence. Substantiates value of newer methods of instruction.)

117. Caldwell, R. *America and Defense: from Current Problems*. Washington, D. C.: Educational Policies Commission, Sept. 25, 1940. 9 p. (Mimeo.) (An outlined course for high school seniors intended to develop an approach to problems affecting our citizenship. Lists study questions. Covers: What America is Committed to Defend; Inventory of American Armament; Totalitarian Threats to Our Democracy; The Costs of Adequate Defense; and Latent Strengths of the United States.)

118. Caswell, H. L. "National defense and the school curriculum." *Curriculum Journal* 11:248-51; October, 1940.

119. Chase, Stuart, "Bring our youngsters into the commu-

nity." *Readers' Digest* 40:5-8; January, 1942. (Briefly describes how five communities are cooperating with the schools to create permanent activities for young people.)

120. Davis, Maxine. "Lots goes on here." *Country Gentleman* 111:12-3, 67-8; March, 1941. (Describes an Alabama small-town school which has seriously undertaken the task of remodeling their own community. Students operate a community hatchery, cannery, refrigeration plant, recreation center, and farm-machinery rental service.)

121. Fine, B. "New York's six-year progressive education experiment." *American Mercury* 52:677-85; June, 1941. (Presents in popular language the implications of a thoroughgoing study of the results of progressive and traditional education.)

122. General Mills, Inc., Department of Relations with the Public. *Programs on National Defense for Organizations*. Minneapolis: the Dept., 1941. (Made up of one pamphlet supplying specific suggestions on how to plan a program, and separate pamphlets providing programs on the separate subjects: home-making, nutrition, health, buying, recreation, and community education. Lists 31 national organizations as sources of information.)

123. National Council for the Social Studies. *The Social Studies in the Elementary School*. Twelfth Yearbook. Washington, D. C.: the Council. 1941. 243 p. \$2.

124. National Education Association, Department of Secondary School Principals. *Secondary Education and National Needs—Our Part*. Bulletin No. 96, March, 1941. Washington, D. C.: the Association. 144 p. (Report of the national convention dealing with the responsibility of secondary education in preparation for national defense.)

125. Department of Supervisors and Directors of Instruction. *Newer Instructional Practices of Promise*. 12th Yearbook. Washington, D. C.: the Association, 1940. 380 p. (Evaluates newer procedures in administration, supervision and instruction.)

126. Newsom, N. W. "National defense and the secondary-school curriculum." *School Executive* 61:8-10, 58; January, 1942. (Discusses 6 important challenges which must be met.)

127. Pistor, F. "A standardized measure of classroom democracy." *Journal of Educational Research* 35:183-92; November, 1941. (Provides data and validity of a classroom rating blank to measure democracy of the procedures and organization.)

128. Progressive Education Association, *Democratic Education in the Secondary School: What Education Can Do in the National Defense*. New York City: the Association, (221 W. 57th St.), 1941. (bib.)

129. Thatcher, E. *Making Tin Can Toys*. Philadelphia: J. B. Lippincott Co., 1919.

130. U. S. Navy Department. *Navy Educational Program: Elementary and Secondary Schools*. Washington, D. C.: the Dept. (Large folder outlining specific types of naval positions and basic training for each. Presents a selected classified bibliography.)

131. Walsh, M. N. "A practical method of pilot selection." *Proceedings of the Staff Meeting of the Mayo Clinic*. 17:65-9; February 4, 1942. (Discusses selection of airplane pilots. Emphasizes need of useful early preparation in schools.)

132. Wrightstone, J. W. *Appraisal of Newer Elementary School Practices*. New York: Bureau of Publications, Teachers College, Columbia University, 1938. 221 p. (Conclusions based upon an evaluation of newer methods of instruction.)

F. Finance

a. School expenditures.

133. Barrows, Alice. *Modern Demountable Construction for School Buildings*. Circular No. 201. Washington, D. C.: Govt.

Printing Office, 1941. 11 p. (Suggestions as to materials and plans for special schoolhouses to meet war needs.)

134. "Concerning priorities." *School Executive* 61:56-7; December, 1941. (Reproduces letters containing current official pronouncements concerning priorities regulations as they affect schools.)

135. "Education's needs and national defense." *School Executive* 61:39; October, 1941. (A discussion of priorities by 14 school business officials, representing all geographic sections of the U. S.)

136. Henzlik, F. E., Broady, K. O., Matzen, J. M., and Morton, W. H. *Practical Economies in School Administration*. Educational Monographs, No. 3, Lincoln: Extension Division: University of Nebraska, March 1932. (Filled with practical suggestions.)

137. Federal Security Agency, U. S. Office of Education. *Twelfth Annual Conference of the National Advisory Council on School Building Problems, February 22, 1941*. Washington, D. C.: Govt. Printing Office, 1941. 22 p. (Mimeo.) (Considers planning of rooms for community high school activities and the problem of school housing in the national emergency.)

138. Linn, H. H. *Practical School Economies*. New York: Bureau of Publications, Teachers College, Columbia University, 1934. (Probably the most comprehensive presentation of possible school economies available.)

139. —. "School-plant operation and maintenance during war period." *American School Board Journal* 104:40-2. (Contains many excellent suggestions for true economies.)

140. Mort, P. R. "Educational returns for money spent on public schools." *Teachers College Record* 43:287-308; January, 1942. (Based upon the application of a standardized observation device and an interview type questionnaire to Rhode Island public schools, the author concludes that in public education we typically get what we pay for.)

141. "National defense preference rating, P-100." *Nations Schools* 29:66; January, 1941. (Quotes major provisions of P-100 applying to educational institutions and liberalizing preference rating order P-22.)

142. National Education Association, Research Division. "School costs and state expenditures, 1930-39." *Research Bulletin* 19:99-150; May, 1941. 25c. (Presents detailed comparisons of expenditures for schools and 1. total state expenditures; 2. highways; 3. relief; 4. certain luxuries; 5. income and wealth; 6. tax collections. Data covers period from 1930-38.)

143. —. *School Expense Compared with Combined City and School Expense, 1938*. Washington, D. C.: the Association, 1941. 25c.

144. —. "Why schools cost more." *Research Bulletin* 16:127-78; May, 1938. 25c. (Considers 1. trends in school expenditures, 1870-1936; 2. school budget 1914 and 1930; 3. purchasing power of the school dollar; 4. amount of school services; 5. higher educational standards, and 6. factors affecting school cost trends, 1930-36.)

145. National Education Association and American Association of School Administrators. *Educational Policies Commission. Education and Economic Well-being in American Democracy*. Washington, D. C.: the Association, 1940. 227 p. 50c. (The fourth in a series of pronouncements by the policies commission on "Education in American Democracy." Outlines the effects of education upon economic well-being; suggests needed extensions in education; and indicates the probable returns.)

146. Norton, John K. "Financial implications." *N. E. A. Proceedings, 1942*. (Pre-print.) 6 p. (Mimeo.) (Discusses the economic value of education and America's ability to finance an adequate program of education.)

147. Roberts, H. C. "Readjustments of school business policies to wartime economy." *American School Board Journal* 104:

47, 79; March, 1942. (Reviews the situation and offers specific suggestions for improvement.)

148. Rope, Fredrick T. *Opinion Conflict and School Support*. Contributions to Education No. 838. New York City: Bureau of Publications, Teachers College, Columbia University, 1941. 104 p. \$2. (Through a local poll, the author found that 77% of those interviewed in Pittsburgh, Pa., thought their public schools were doing a satisfactory job, and that 68% believed the public should provide sufficient funds to give high school opportunities to all children.)

149. "Two recent amendments in Order P-22 improves priority rating of school field." *Nations Schools* 91:85; December, 1941. (Lists items covered in A-10 priority rating amendments of Oct. 16 and Nov. 10.)

b. School support.

150. American Academy of Political and Social Sciences. *Billions for Defense*. Washington, D. C.: the Academy, March, 1941. 282 p. \$2.50. (Symposium devoted to a consideration of how to pay the cost of rearmament and the relation of such a program to the financing of other public services, local, state, and national.)

151. Covert, Timmon. *Financing of Schools As a Function of State Department of Education*. U. S. Office of Education, Bulletin 1940, No. 6. Washington, D. C.: Govt. Printing Office, 1941. 34 p. 10c. (An interpretative survey of state departments with suggestions for improvements and a 17-item bibliography.)

152. Edmonson, J. B. "National defense needs." *Nations Schools* October, 1940. (Suggests 6 activities which teachers can carry out to conserve school support, and lists 30 specific activities, under a) character education, b) civic betterment of community, c) health and guidance, and d) morale of parents, which the school can carry out to contribute to national defense.)

153. Johnson, Julia E. (Comp.) *Federal Aid for Education*. (Reference shelf volume 14. No. 10.) (bibliog.) New York City: H. W. Wilson Co., 1941. 286 p. \$1.25. (Detailed logical outline of arguments, pro and con, with reference lists.)

154. League of Minnesota Municipalities. *1941 Minnesota Yearbook*. Vol. 12. Minneapolis: the League, (15 University Library), 1941. 128 p. \$2. (Presents facts regarding status and trends of basic Minnesota factors such as taxes, valuations, debt, governmental income and expenditures for state, county, township, school district, city and village jurisdictions. Supplies an excellent source of reference.)

155. Mort, Paul R. and Reusser, W. C. *Public School Finance*. New York: McGraw-Hill Book Co., 1941. (A comprehensive and authoritative treatment.)

156. N. E. A., Research Division. "Federal support for education: issues and the facts." *Research Bulletin* 15:155-83; September, 1937. 25c. (Discusses need for federal aid under such heads as: inequalities of educational opportunity, economic abilities of states, size of educational task, declining birth rate, migration from farms, shifts in wealth, state tax systems, school costs, incidence of federal taxation, and mobility of population.)

157. Tax Institute. *Financing the War*. Philadelphia: the Institute, 1942. 357 p. \$2.50. (Report of December, 1941 symposium: An authoritative coverage of war financing. Includes surveying federal finances, excess profits taxation, control of inflation through revenue policies, adjustments in easing impact of defense taxes, defense and war revenue in other countries, and tariffs and international relations.)

158. —. *Property Taxes*. Philadelphia: the Institute, 1940. 288 p. \$2.50. (A searching analysis of trends and administration of real estate and personal taxation by persons who have given

long and close study to the topics which they discuss. Excellent bibliography.)

159. —. *Tax Yields: 1940*. Philadelphia: the Institute, 1941. 149 p. (Presents classified tax collection data for the various units of governments with interpretations. Shows trends and classified collections by states.)

G. Health and Physical Education

a. Food and nutrition.

160. Hirsh, J. "Food for Thought—The School's Responsibility in Nutrition Education." U. S. Office of Education, Education and National Defense Series, Pamphlet No. 22. Washington, D. C.: Govt. Printing Office, 1941. 32 p. 15c. (Deals with problems of nutrition education through the schools, need for adequate nutrition, ways in which schools can cooperate, and school lunch programs.)

161. Federal Security Agency, U. S. Office of Education. *Nutrition and Defense Packets*. Washington, D. C.: Information Exchange on Education and National Defense. (Make application) (Packets, which are available for loan, contain pictorial pamphlets on proper food, suggested teaching units and guides to governmental and other sources of nutrition education information.)

162. —. *Nutrition Education in the School Program*. Washington, D. C.: Govt. Printing Office, 1941. (Single copies free to teachers.) (Reprints from *School Life*. Contains numerous suggestions for a nutrition education program at the various educational levels. Experiments in teacher education and in community nutrition projects are described.)

163. National Research Council, Committee on Food and Nutrition. *Recommended Dietary Allowances, a Guide to Serve As a "Yardstick" by Which to Measure Progress Toward That Goal*. Washington, D. C.: the Council, 1941. 5 p. Free.

164. U. S. Bureau of Agricultural Economics. *Distribution and Processing of Foods*. Washington, D. C.: the Bureau, 1941. 11 p. Free.

b. Recreation and physical education.

165. American Public Health Association, Committee on Community Organization for Health Education. *Community Organization for Health Education*. New York City: the Association, 1941. 120 p. (Presents the problem, procedures followed in local and state programs, and recommended principles to be followed.)

166. Federal Security Agency, U. S. Office of Education. *Democracy in the Summer Camps*. Education and National Defense Series, Pamphlet No. 23, 19 p. 15c.

167. —. *Home Nursing: Courses in High School*. Education and National Defense Series, Pamphlet No. 1. Washington, D. C.: Govt. Printing Office, 1941. 28 p. 15c. (Covers: 1. need for instruction; 2. brief description of selected courses; 3. some vocational aspects of home nursing; and 4. twenty-one selected references.)

168. Irwin, L. W. "The role of health and physical education in national defense." *Journal of Health and Physical Education*. September, 1940. (States 12 guiding suggestions in developing a health program.) (These are restated in *Elementary School Journal* 41:163-4; Nov. 1940.)

169. Minnesota State Defense Council; Welfare Defense Advisory Committee, Recreation and Physical Education Section. *Program of the Recreation and Physical Education Section*. St. Paul: the Committee, October, 1941. 14 p. (Mimeo.) (Defines recreation and physical education, provides committee plan of action, and lists suggested activities for local groups.)

170. —. *Physical Education Handbook*. St. Paul: the Council, 1942.

171. —. *Recreation Survey Form*. St. Paul: the Council, 1942.

172. —. *Volunteer Leadership*. St. Paul: the Council, 1942.

173. National Education Association and American Association of School Administrators, Educational Policies Commission. *Social Services and the Schools*. Washington, D. C.: N. E. A., 1939. 147 p. 50c. (Presents the relationships of schools to public health, welfare, recreation, and library services.)

174. Rogers, James F. *State-wide Trends in School Hygiene and Physical Education*. U. S. Office of Education, Pamphlet No. 5 (Revised) Washington, D. C.: Govt. Printing Office, 1941. 15 p. 5c. (Reports a survey of state laws regulations and courses of study. Supplies tabulations by individual states.)

175. —. *Supervision of Health and Physical Education As a Function of State Departments of Education*. U. S. Office of Education, Bulletin 1940, No. 6. Washington, D. C.: Govt. Printing Office, 1941. 106 p. 15c. (Outlines programs in 26 states, including Minnesota, adds interpretative comment, and provides recommendations.)

H. Higher Education

176. American Council on Education. *Higher Education and the War*. Washington, D. C.: the Council, 1942. 184 p. (A full report of the National Conference of College and University Presidents at Baltimore.)

177. National Committee on Education and Defense. *Organizing Higher Education for National Defense: the Report of a Conference Called by the Committee Held in Washington, D. C., February 6, 1941*. Studies, Series 1, Reports of Committees of the Council, Vol. 2, No. 13. Washington, D. C.: the Council, 1941. 67 p. 50c.

178. Deardorf, R. E. "The long look toward college." *Journal of the National Education Association* 31:79-80; March, 1942. (Based upon replies from deans of freshmen in 29 colleges, this article offers suggestions for potential college students. Eleven suggestions deal with personal adjustment problems, 22 with common causes of failure, and 28 with helps for living away from home.)

179. Donham, Wallace B. "The college in a changing world." *Harpers* 184:132-42; January, 1942. (Points out the essential value of the private liberal arts college, and the essential duty of such a college to train for practical citizenship.)

180. Fine, B. "Colleges gear for defense." *American Mercury* 53:461-6; October, 1941. (Colleges and universities are offering new subjects, related specifically to the national emergency, and are organizing defense councils to coordinate activities.)

181. "Higher educational institutions and the war." *Education for Victory* 1:10, 15; March 16, 1942. (Cites statement of policy adopted by the executive committee of the North Central Association of Schools and Colleges. Also lists war adjustments as of February 9, 1942 in 44 land-grant colleges and state universities.)

182. Kelly, F. J. "Need for university and college facilities in defense training." *National University Extension Association Proceedings*, 1941. p. 133-43.

183. London, K. L. "The need for intellectual defense courses in our higher institutions." *School Society* 55:..; March 14, 1942. (Outlines courses of instruction and seminars for junior colleges and four-year liberal-arts colleges.)

184. National Committee on Education and Defense, and the U. S. Office of Education. "Higher education and the war." *Phi Delta Kappa* 24:209-11; January, 1942. Also in *School and Society* 55:57-61; January 17, 1942. (Presents the recommendations of the National Conference of College and University Presidents.)

185. Rahn, G. "Don't let colleges cramp your style." *School Executive* 61: 24-5; January, 1942. (Describes the problems in-

involved in liberalizing college entrance requirements and provides suggestions.)

186. *Resolutions and Recommendations Adopted by the National Conference of College and University Presidents on Higher Education and the War, January, 1942.* Washington, D. C.: U. S. Office of Education, 1942. 7 p. (Presents 16 items dealing with allocation of man power, acceleration of educational programs, exchange of information and credit for health and military service.)

I. Parent-Teacher

187. Folsom, Joseph K. "Our part in the world crisis." *National Parent-Teacher* 35:4; January 1941. (Suggests 6 steps to promote real democracy: 1. practice democracy in the family; 2. be just to minority groups; 3. participate wisely in community efforts; 4. share costs of worthwhile social services; 5. eliminate prejudices concerning inequality of sexes; 6. mobilize our minds—a. think honestly and speak thoughtfully; b. become expert in a field of practical social interest; c. prevent catchwords from distorting wellknown facts.)

188. National Congress of Parents and Teachers, Executive Committee. "The parent-teacher association in the program of total defense." *New Jersey Educational Review* 14:197; April, 1941. (Sets forth 3 compelling problems, states the need of a thorough community survey, and suggests 7 follow-ups.)

J. Post-War Problems

189. "After-war education reconstruction." *Journal of the National Education Association* 30:265-6; December, 1941. (Subscribed as "a proposal to men of goodwill," this document is the work of a group of educators who desire to avoid a repetition of the errors that followed the last war. It sets forth 12 basic affirmations, 4 suggestions for immediate action, 7 basic principles, and 6 functions of an integrating action group.)

190. Arthur, C. M. "Defense and after-the-war training." *School Life* 27:144-7; February, 1942. (A summary of the proceedings of the 35th annual meeting of the American Vocational Association held in Boston, December, 1941.)

191. Clarke, J. G. "When Johnny marches home again." *School Executive* 61:28-9; December, 1941. (Indicates 6 points of school board policy which should be established concerning reinstatement of employees now in armed service. Shows graphically 1) legal provisions, 2) business practice, and 3) school board practice.)

192. Orata, Pedro T. "After defense jobs, what?" *Nations Schools* 27:26; March, 1941. (Raises questions concerning transfer of defense training to post-war situation.)

193. National Resources Planning Board. *After Defense—What?* Washington, D. C.: Govt. Printing Office, 1941. 5c. (Outlines possible post-defense activities.)

194. —. *After the War—Full Employment: Post-War Planning.* By Alvin H. Hansen. Washington, D. C.: Govt. Printing Office, 1942. 19 p. 5c. (Presents possible trends and suggests 6 items of war policy and 6 items of post-war policy.)

195. The Twentieth Century Fund. *A Survey of Institutional Research on American Post-war Problems.* New York City: the Fund, October, 1941. 81 p. (Mimeo.) Free. (Outlines research by (1) governmental agencies, (2) private agencies, (3) industrial organizations. Also includes a survey of international economic research bearing upon domestic problems, and a selected bibliography.)

K. Pupil Personnel

196. American Council on Education, American Youth Commission. *Youth, Defense, and the National Welfare.* Washington, D. C.: the Council, 1940. 9 p. (Recommendations for a plan of action for youth.)

197. Martens, Elsie H. *State Supervisory Programs for the Educational of Exceptional Children.* U. S. Office of Education, Bulletin 1940, No. 6. Washington, D. C.: Govt. Printing Office, 1941. 92 p. 25c. (Abstract in *School Life* 26:..; November, 1940. Presents a general survey of state laws and provisions. Also reports national conference committee recommendations.)

198. National Education Association, Research Division. "What people think about youth and education." *Research Bulletin* 18:187-218; November, 1940. 25c. (A statistical study of public opinion concerning fundamental problems of education for American youth.)

199. — & American Association of School Administrators, Educational Policies Commission. *The Civilian Conservation Corps, the National Youth Administration and the Schools.* Washington, D. C.: N.E.A. 1941. 79 p. 35c. (Presents recommendations based upon a two-year study of the problem. Discontinuance of the two organizations as separate youth agencies is recommended.)

L. Safety

a. Civilian defense and emergencies.

200. Cooper Union Library. "Civilian defense: a practical bibliography." *Wilson Library Bulletin* 16:546-54. March, 1942. (An excellent classified and annotated list covering civilian defense. Includes some foreign publications. Treats organization, air-raids, structural defense, gas, fire, first-aid and special problems.)

201. Eckhauser, I. A. "Air-raid drills for schools." *School Executive* 61:21, 35; February, 1942. (Excellent discussion of the three types of emergency drills: 1. safety concentration, 2. directional dismissal and 3. home-escort.)

202. Federal Security Agency, U. S. Office of Education. *Representative Advisory Committees.* Washington, D. C.: Govt. Printing Office, 1941. 10 p. Free. (A manual for school authorities.)

203. Minnesota Office of Civilian Defense. *Auxiliary Fireman Handbook: Minnesota Volunteer Auxiliary Firemen.* St. Paul: the Office, 1942. 85 p. (Presents the essentials of an introductory course of fireman's training, and also general information on the attributes and proper handling of dangerous metals and bombs.)

204. —. *Auxiliary Police Handbook: Minnesota Volunteer Auxiliary Police.* St. Paul: the Office, 1942. 45 p. (Contains suggestions to volunteer auxiliary police during war emergencies discusses civilian defense, bombs, war gases, and air-raids.)

205. Minnesota State Defense Council, Welfare Defense Advisory Committee. *Organization Bulletin, No. 1.* St. Paul: the Committee, November, 1941. 20 p. (Mimeo.) (Presents function of the committee and personnel of the committee and of each section.)

206. U. S. Library of Congress. Division of Bibliography. *Civilian Defense: A Selected List of Recent References.* Washington, D. C.: Library of Congress, June 12, 1941. 43 p. (Mimeo.) Free to libraries and institutions. (A classified list of 429 references, revised to June 12, 1941.)

207. U. S. Office of Civilian Defense. *A Civilian Defense Volunteer Office: An Official Arm of the Local Defense Council: What It Is; How to Organize It; What It Does.* Washington, D. C.: the Office, 1942. 27 p. Free. (Covers organization and opportunities for volunteer service in all branches of civilian defense.)

208. —. *Fire Protection in Civilian Defense.* Washington, D. C.: the Office, 1941. 44 p. (An illustrated handbook with detailed instructions covering the entire field of emergency fire protection.)

209. —. *First-Aid.* Washington, D. C.: the Office, 1941.

72 p. (An illustrated handbook prepared for the supplementary training of members of civilian defense units.)

210. U. S. Works Project Administration. *Bibliography of Air-Raid Precautions and Civil Defense. Prepared by District of Columbia Art and Technical Service Units.* Washington, D. C.: W. P. A. 1941. 343 p. (Mimeo.) Limited free distribution. (A tentative bibliography, classified and annotated.)

211. Walsh, E. A. *Black-Outs.* St. Paul: Office of the Adjutant General, 1942.

b. Safety education.

212. Federal Security Agency, U. S. Office of Education. *Good References: Safety Education.* Bibliography No. 65. Washington, D. C.: the Office, 1940. (Mimeo.) Free. (A classified list.)

213. National Education Association, American Association of School Administrators. *Safety Education.* 18th Yearbook. Washington, D. C.: the Association, 1940. 544 p.

214. National Safety Council, Inc. *Bicycle Safety.* Chicago (20 N. Wacker Drive): the council, 1941. 31 p. (Report of the Council on the bicycle problem and recommended method for the prevention of accidents. Includes a chapter on school activities.)

215. Rohweder, A. V. *Presidents Annual Report, Minnesota Safety Council.* St. Paul: the Council, 1942. 43 p. (Presents reports of officers and committees, the 1942 program. Also presents accident statistics.)

M. Teacher Personnel

216. Atherton, C. R. "Role of the mathematics teacher in our defense program." *Mathematics Teacher* 34:291-6; November, 1941.

217. Bowers, H. J. "Teacher recruitment in wartime." *American School Board Journal* 104:45-6; March, 1942. (Outlines the present situation; discusses responsibility of the state department, the teaching profession, the teacher-training institution, society, and the school administrator and board of education; and offers 10 suggested provisions.)

218. Frazier, B. W. *Development of State Programs for the Certification of Teachers.* U. S. Office of Education, Bulletin 1938, No. 12. Washington, D. C.: Govt. Printing Office, 1938. (Advances comprehensive recommendations based upon a thorough study of trends and present status of state statutes and regulations.)

219. ——. *Education of Teachers: Selected Bibliography, October 1, 1935 to January 1, 1941.* U. S. Office of Education, Bulletin 1941, No. 2. Washington, D. C.: Govt. Printing Office, 1941. . . p. 10c. (Contains 356 references, classified and annotated. Supplements previous bibliographies.)

220. ——. "Teacher supply and the defense program." *School Life* 27:71-4; December, 1941. (Presents facts of and factors in teacher supply. Suggests remedies such as: employment of out-of-state and married teachers, integrating training with demand, raising salaries, concentrated training, etc.)

221. Lannholm, G. V. "Teaching combinations: let's make them logical." *Nations Schools* 28:49-50; February, 1942.

225. Minnesota Education Association, Committee on Research and Information. *Facts and Figures on Teachers Salaries, 1929-38.* St. Paul: the Association, 1939. 48 p. (A state-wide survey of status and trends in Minnesota salaries classified as to school organization.)

226. National Education Association, Committee on Equal Opportunities. *Pertinent Problems of Equal Opportunity.* Washington, D. C.: the Association, June, 1941. 39 p. 25c. (May be used as a guide or handbook for local and state committees working on problems such as: state uniform teacher's contract, single salary schedules, legal status of women, etc.)

227. ——. Committee on Supply, Preparation and Certifica-

tion of Teachers. *Teachers Supply and Demand: A Program of Action.* Washington, D. C.: the Association, 1941. 39 p. 25c. (A handbook which seeks to stimulate study of supply-demand problems: (a) by presenting a platform of principles, believed to represent a valid national concept of teacher education, and (b) by outlining a plan which seems basic to a concerted effective attack upon supply-demand maladjustments.)

228. ——. Research Division. *1941 Laws Protecting the Rights of Teachers in Military Service.* Washington, D. C.: the Association, February, 1942. 4 p. (Mimeo.) (A brief citation of the legal provisions, for teachers in the armed services, that apply in the 27 states (including Minnesota), which have such provisions.)

229. ——. "Salaries of city school employees, 1940-41." *Research Bulletin* 19:47-95; March, 1941. 25c. (Shows trends, 1930-1940; distribution, 1940; comparisons between positions and levels; intercity comparisons, including Minneapolis, St. Paul and Duluth; status of salary scheduling; and selected bibliography.)

230. ——. *State Minimum Salary Standards for Teachers, 1940.* Washington, D. C.: the Association, October, 1940. 95 p. (Mimeo.) 25c. (Presents classified summary of state salary standards for teachers, administration of standards, abstracts from state statutes and regulations, and 12-item, selected, annotated bibliography.)

231. ——. "Teacher personnel procedures: selection and appointment." *Research Bulletin* 20:51-79; March, 1942. (Survey of practice in city school systems in 1940-41. Presents standards for eligibility, recruitment and evaluation of candidates, appointment and orientation, and a 30-item selected bibliography.)

232. National Education Association and American Association of School Administrators, Research Division. *Military Leaves of Absence for Teachers.* Educational Research Service, Circular No. 10, 1940. Washington, D. C.: N. E. A., 1940. 12 p. (Report on policies adopted by 54 large cities.)

233. Schlessner, Geo. E. "A problem facing the teaching profession because of the draft." *School and Society* 54:303-5; October 11, 1941. (Suggestions to school administrators in hiring men teachers.)

234. Sensing, Thurman. "We get what we pay for." *Kiwanis Magazine* 26:478, 519-20; October, 1941. (States thesis: "If we want our children to receive better training, we must provide better teachers. If we are to provide better teachers, we must pay better salaries. If we are not willing to pay better salaries, let's not complain about the quality of training received by our children.")

235. "Teacher personnel." *Review of Educational Research* 10:177-297; June, 1940. Washington, D. C.: American Educational Research Association, (1201-16th St. N. W.) (Complete review with bibliography, classified under demand and supply, rating, selection for training, preparation, selection and placement, home and married teachers, load, health, salaries, tenure, retirement, organization and legal and social status, covers research between December 1936 and 1939.)

236. The schools and the defense: community programs for teachers and other educational specialists. *Teachers College Record* 43:1-23; October, 1941. (Reports a symposium on defense activities. Covers "citizenship education for aliens," "educating for democracy," "defining the issues," "pre-induction education for military service," "physical fitness," "nursing and defense," "the national diet," "the school cafeteria," "vocational fitness," "vocational guidance and defense occupations," "consumers and total defense," "how teachers can contribute to national morale," "cultural relations between North and South America," and "the long view." Supplies classified sources of information.)

N. World Relations

a. Latin America.

237. American Council on Education. *The Other Americas Through Films and Records*. Washington, D. C.: the Council, 1942. 37 p. (Provides suggestion for use of films and records; lists available films and records; and gives sources.)

238. ——. *The United States and Latin America*. Washington, D. C.: the Council, November, 1941. 29 p. (Mimeo.) Free. (A syllabus for teachers. Contains a helpful bibliography and sources of information.)

239. Compton & Co. *Latin America: A New View of Our Neighbors to the South*. Chicago: F. E. Compton & Co., 1941. 10c. (A reprint of the material in the 1941 edition of the Pictured Encyclopedia.)

240. Federal Security Agency, U. S. Office of Education. *Hemisphere Solidarity*. Education and National Defense Series, Pamphlet No. 13. Washington, D. C.: Govt. Printing Office, 1941. 23 p. 15c. (A teacher's guide on inter-American relations with special reference to Latin America. Presents (1) methods of teaching solidarity; (2) suggested outline of problems and activities; and (3) classified sources of information.)

241. ——. *Inter-American Friendship Through the Schools*. Bulletin 1941, No. 10. Washington, D. C.: Govt. Printing Office, 1941. 61 p. 15c. (Deals with languages and culture of our southern neighbors; student activities, teacher education, and community education for inter-American friendship; and several bibliographies.)

242. ——. *Our Neighbor Republics: A Selected List of Readable Books for Young People*. Washington, D. C.: the Office, 1941. (Classified, graded, and annotated list of 64 titles concerning Latin America. Applies to all grades through the senior high school.)

243. ——. *The Other Americas: An Annotated List of Available Units and Courses of Study in the Inter-American Field*. Washington, D. C.: the Office, 1941. (Gives content, organization and sources of units developed in the school's themselves.)

244. Hochstern, Joshua. "Our good neighbors in Latin America: A Study Guide." *Secondary Education* 10:87-101; April, 1941. (Especially intended for social studies teachers but also suggestive to teachers of English and modern languages. Detailed outline with classified sources of information.)

245. Kalp, E. S. and Morgan, R. N. *Defense of the Western Hemisphere*. North-central Ass'n. of Colleges and Secondary Schools, Committee on Experimental Units. Unit Studies in American Problems. Chicago: Ginn & Co., 1941. 66 p. (biblio.) 45c.

246. National Education Association, *Among Us: Newsletter of the Committee on International Relations*. No. 1 October, 1941. Free to School people. (Issued at intervals and contains current material concerning Pan-American relations.)

247. ——. Department of Supervisors and Directors of Instruction, et al. *Americans All: Studies in Inter-Cultural Education*. Washington, D. C.: N. E. A., 1942. 400 p. \$2.

248. ——. Research Division. *Latin-American Backgrounds: A Bibliography*. Washington, D. C.: the Ass'n., October, 1940. 48 p. 25c. (Presents a comprehensive, classified, graded, and annotated bibliography, of 497 items covering all phases.)

249. Pan-American Union. *Argentine*. American Nation Series, No. 1. Washington, D. C.: the Union, 1941. 5c. (First of a series which includes (2) Bolivia, (6) Costa Rica, (12) Honduras, (20) Uruguay. Each is authoritative and well-illustrated with photographs.)

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EDUCATIONAL PRIORITIES

"The responsibilities of organized education for the successful outcome of the war involve at least the following eleven groups of activities. Each of these services should be given serious consideration by all school boards and educational workers. Without abandoning essential services of the schools, appropriate war duties of the schools should be given absolute and immediate priority in time, attention, personnel, and funds over any and all other activities.

Training workers for war industries and services.

Producing goods and services needed for the war.

Conserving materials by prudent consumption and salvage.

Helping to raise funds to finance the war.

Increasing effective man power by correcting educational deficiencies.

Promoting health and physical efficiency.

Protecting school children and school property against attack.

Protecting the ideals of democracy against war hazards.

Teaching the issues, aims, and progress of the war and the peace.

Sustaining the morale of children and adults.

Maintaining intelligent loyalty to American democracy."

(Educational Policies Commission. *A War Policy for American Schools*, 1942. p. 3-4.)

MEMORANDUM

